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ABSTRACT

In a study that had as its object to look at recent changes in the potential pool of health manpower, the focus was on 1974 college freshmen who declared their intention of going into a career in a health field. Data came from the student files of the American Council on Education's Cooperative Institutional Research Program. The report has three objectives: (1) to profile the most recent group of aspiring nursing and allied health (NAH) professionals on whom data are available, those who entered college as full-time freshmen in 1974; (2) to compare the characteristics of the sex and racial/ethnic categories (men and women, blacks, and nonblacks) and of the four analytical subgroups of those categories within each career choice, with special attention to blacks; and (3) to highlight trends in the characteristics of aspiring NAH professionals by comparing the latest group with earlier cohorts in 1966 and 1972. The nursing and allied health professions considered are therapy, medical technology, and dietetics/home economics. Extensive statistical tables and graphs are included. (Author/MSE)

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WOMEN AND MINORITIES IN HEALTH FIELDS: A TREND ANALYSIS OF COLLEGE FRESHMEN

VOLUME II

FRESHMEN INTERESTED IN NURSING AND ALLIED HEALTH PROFESSIONS

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Engin Inel Holmstrom, Project Director

Paula R. Knepper

Laura Kent

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CHAPTER I: INTRODUCTION AND OVERVIEW

HIGHLIGHTS

- In 1966, 6.7 percent of first-time, full-time freshmen named nursing or an allied health profession (NAH) as their long-term career choice; in 1972 and 1974, the proportion had increased to about 8.5 percent. This growth in popularity is reflected in an increase in the absolute numbers of aspiring NAH professionals: an 82.4 percent rise, nearly twice the increase of 43.8 percent in total freshmen enrollment over the eight-year period.

- Nursing was the most popular of all NAH professions attracting 54.7 percent of the total group of health career aspirants in 1974. It was followed in popularity by the fields of health technology, therapy, and dietetics. Indeed, nursing was the most popular career choice of all health fields, the next most popular being medicine. Moreover, over the eight-year period, nursing as a freshman career choice grew nearly twice as much as did careers in the allied health professions.

- The NAH professions were typically feminine career choices, in contrast to the health professions. Dietetics, the most female-dominated field, became even more so over the eight years covered by the study, as did health technology, a field that tended to be less "sex-typed." The proportion of men planning to become nurses rose from 1.9 percent in 1966 to 3 percent in 1974, while the sex distribution for therapy remained constant (84 percent women, 16 percent men).

- Blacks were consistently better represented among aspiring NAH professionals than among the total freshman class, with nursing attracting the largest proportion and dietetics the smallest. In 1974, blacks were overrepresented in NAH career choices relative to their proportion among all entering freshmen; Mexican-Americans, Orientals, and "others" were somewhat underrepresented, and the representation of Puerto Ricans and American Indians was proportional to their representation in the freshman class.

- The socioeconomic background of aspiring NAH professionals varied, with aspiring dietitians and therapists coming from the most affluent and well-educated

backgrounds and aspiring health technicians and nurses coming from backgrounds lower than that of the average freshman.

- The institutional distribution of aspiring NAH professionals followed closely the differences in family income. The less affluent groups (aspiring nurses and health technicians) were more likely to attend two-year colleges than were the more affluent aspiring dietitians and therapists, while the reverse was true for university attendance.

Background of the Study

This volume is the second in a series of three reports from a major study conducted by the American Council on Education (ACE) and funded by the Bureau of Health Manpower (BHM) of the Health Resources Administration, Department of Health, Education, and Welfare. Since its inception, BHM has supported a variety of research endeavors aimed at learning more about the nation's potential resources in health manpower and about the health education and training process.

In 1973-74, BHM, then the Bureau of Health Resources Development, funded a three-phase ACE study of college students who expressed an interest in the health fields; the groups studied included (1) 1967 freshmen who at college entry declared their intension of majoring in a health field (these students were compared with other 1967 freshmen who planned to major in nonhealth fields) and 1971 health majors (that is, students from this same group, followed up four years later, who had actually majored in a health field); (2) 1966, 1968, 1970, and 1972 freshmen who planned to major in health fields; these successive classes of "health aspirants" were compared in order to discover trends in the characteristics of such students; (3) 1966 freshmen, followed up in 1970 and 1971, who four years after college entry said they planned on a career in a health field. Thus, the study focused on the potential pool of health practitioners at various stages of development.[1/]

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[1]For a summary report of the project, see Holmstrom, 1974.

One of the major findings to emerge was that, in 1972, the health fields became markedly more attractive to entering freshmen and that this jump in popularity was particularly evident for nursing and the allied health professions. Not only the absolute numbers of entering freshmen planning to major in these fields, but also the absolute numbers and the proportions of blacks and of men increased. Nonetheless, in 1972, nursing and the allied health professions remained dominated by women and by nonblacks.

Scope and Purpose of the Study

In 1975, BHM contracted with ACE to conduct the present study to look at recent changes in the potential pool of health manpower. The focus was on 1974 freshmen who, at college entry, declared their intention of going into a career in a health field. The first volume from this study dealt with aspiring health professionals: i.e., those freshmen planning on careers as physicians, dentists, pharmacists, optometrists, and veterinarians (Holmstrom, Knepper, and Kent, 1976). The third will concentrate on minorities planning on health careers. This report, the second volume, focuses on those freshmen planning on careers as nurses and allied health professionals, for convenience referred to as aspiring NAH professionals.

The specific objectives of this report are, first, to profile the most recent group of aspiring NAH professionals on whom data are available, those who entered college as full-time freshmen in 1974; second, to compare the characteristics of the sex and racial/

ethnic categories (men and women, nonblacks and blacks) and of the four analytic subgroups (nonblack men, black men, nonblack women, black women) within each career choice, with special attention to blacks; and third, to highlight trends in the characteristics of aspiring NAH professionals by comparing the latest group with earlier cohorts in 1966 and 1972.

Methodology

The data for this study came from the student files of ACE's Cooperative Institutional Research Program (CIRP), an ongoing longitudinal project aimed at gathering normative information on college students and at determining the impact of colleges on their students. Each fall since 1966, the CIRP has surveyed first-time, full-time freshmen at a large national sample of colleges and universities, stratified according to type (two-year college, four-year college, university), control (public, private-nonsectarian, Roman Catholic, Protestant), race (predominantly black, predominantly white), and selectivity (an estimate of the average academic ability of the entering freshman class). This stratification design usually produces 37-38 cells, which are differentially sampled. In addition, student responses to the freshman questionnaire are differentially weighted so as to be representative of all entering freshmen in the United States. Thus, for instance, in 1974, the responses of 189,724 survey participants from 364 institutions are weighted to represent the total population of 1,673,134 first-time, full-time freshmen

entering the nation's 2,629 postsecondary institutions.[2/]

This report is based on those 1966, 1972, and 1974 survey participants who named one of the following as their probable future occupation: nurse, home economist or dietitian, technician or technologist (health), and therapist (physical, occupational, and speech). These options were the only NAH careers listed in the freshman questionnaire (see item 27 of the 1974 SIF in the Appendix). The number of cases thus identified were then weighted to represent the total group of aspiring NAH professionals within each freshman class, as follows:

- In 1966, 11,296 unweighted cases yielded 77,905 aspiring NAH professionals.
- In 1972, 13,599 unweighted cases yielded 131,487 aspiring NAH professionals.
- In 1974, 14,481 unweighted cases yielded 142,072 aspiring NAH professionals.

In interpreting the findings presented here, the reader should bear in mind certain caveats. The first are methodological: Because all the figures represent weighted estimates, they are subject to error, particularly when absolute numbers rather than proportions are involved. Further, since the standard error is a function of the number of (unweighted) cases in that group, any analytic group with fewer than 50 unweighted cases is not

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[2]For further information on the stratification design and on sampling and weighting procedures, see Astin et al., 1974, and Holmstrom, Knepper, and Kent, 1976 (Volume I of this report).

discussed. Moreover, readers should be cautious about generalizing from small percentage differences in view of the fact that the information is derived from a weighted sample. Finally, totals are affected by weighting and rounding and so may vary somewhat from one table to another.

The second set of caveats relates to interpretation: These data refer to full-time freshmen only; the CIRP makes no attempt to survey part-time students. Many freshmen interested in health careers (especially those entering two-year colleges) may be enrolled only part time; such students are excluded from consideration here. Finally, to repeat, these are freshman career plans; they are heavily subject to change and modification.[3/]

This report focuses on 1974 aspiring NAH professionals. Comparisons with 1972 and 1966 aspiring NAH professions are made only in those instances where significant changes have occurred. Wherever relevant, comparisons are also made between aspiring NAH professionals and all 1974 entering freshmen (as reported in the national norms; Astin et al., 1974), and between aspiring NAH professionals and aspiring health professionals (reported in Volume I; see Holmstrom, Knepper, and Kent, 1976).

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[3]When making comparisons with the earlier study, readers should bear in mind that different indicators of student interest in health fields were used in sample selection. This study was based on career choice as was Phase III of the earlier study, while Phase I and II used study field major. Although there is a great deal of overlap in the samples selected by these two measures, the populations do differ somewhat, and therefore, should be compared with caution.

An Overview of Aspiring NAH Professionals

Table I-1 shows the number of 1974, 1972, and 1966 first-time, full-time freshmen, by sex and by race, who reported that they planned a career in nursing or one of the allied health professions.[4/]

Table I-1

Number of 1974, 1972, and 1966 Freshmen Aspiring to Become NAH Professionals, by Sex and by Race

	Nurses	Dietitians	Health Technicians	Therapistr	Total
Total:					
1974	77,734	13,419	27,169	23,750	142,072
1972	64,545	9,281	27,784	29,873	131,487
1966	35,726	9,227	18,833	14,119	77,905
Men:					
1974	2,355	259[a]	5,611	3,803	12,028
1972	1,996	564[a]	7,217	4,243	14,020
1966	681	373	4,945	2,262	8,261
Women:					
1974	75,379	13,160	21,558	19,947	130,044
1972	62,553	8,717	20,567	25,630	117,467
1966	35,045	8,854	13,888	11,857	69,644
Nonblacks:					
1974	69,286	12,628	25,062	22,127	129,083
1972	56,096	8,879	25,736	27,707	118,418
1966	33,297	8,210	17,319	12,908	71,735
Blacks:					
1974	8,448	791	2,107	1,623	12,989
1972	8,453	402	2,048	2,166	13,069
1966	2,429	1,017	1,513	1,211	6,170
Nonblack Men:					
1974	2,187	144[a]	5,083	3,418	10,832
1972	1,753	513[a]	6,358	3,905	12,529
1966	596	308	4,251	2,034	7,189
Nonblack Women:					
1974	67,079	12,484	19,979	18,709	118,251
1972	54,343	8,366	19,378	23,802	105,889
1966	32,701	7,902	13,069	10,874	64,546
Black Men:					
1974	168[a]	115[a]	528	385[a]	1,196
1972	243[a]	51[a]	859	338[a]	1,491
1966	85[a]	65[a]	694	228[a]	1,072
Black Women:					
1974	8,300	676	1,579	1,238	11,793
1972	8,210	351	1,189	1,828	11,578
1966	2,344	952	819	983	5,098

[a]Unreliable cells with fewer than 50 unweighted cases.

[4]In this and all other tables throughout the report, the term nonblacks includes respondents to the following categories: White/Caucasian; American Indian; Oriental; Mexican-American/Chicano; Puerto Rican-American; Other. The term blacks includes respondents to the following category: Black/Negro/Afro-American.

In 1966, aspiring NAH professionals constituted 6.7 percent of the entering freshman class; in 1972 and 1974, they constituted about 8.5 percent (Table I-2). The absolute number of students aspiring to nursing and the allied health professions increased by 82.4 percent between 1966 and 1974, while the number of entering freshmen increased by 43.8 percent. Most of the growth in the attractiveness of the NAH professions occurred between 1966 and

Table I-2

Proportion of 1974, 1972, and 1966 Freshmen Aspiring to Become NAH Professionals, by Sex and by Race

	Nurses	Dietitians	Health Technicians	Therapists	Total	(Total N) Freshman Class
Total						
1974	4.6	.8	1.6	1.4	8.5	1,673,134
1972	4.1	.6	1.8	1.9	8.4	1,557,512
1966	3.1	.8	1.6	1.2	6.7	1,163,123
Men						
1974	.3	.0+	.6	.4	1.4	873,376
1972	.2	.0+	.9	.5	1.7	839,499
1966	.1	.1	.8	.4	1.3	631,676
Women						
1974	9.4	1.6	2.3	3.1	16.3	799,758
1972	8.7	1.2	2.9	3.6	16.4	718,013
1966	6.6	3.1	2.6	2.2	13.1	531,547
Nonblacks						
1974	4.4	.8	1.6	1.4	8.3	1,549,322
1972	3.9	.6	1.8	1.9	8.3	1,422,008
1966	3.0	.7	1.6	1.2	6.5	1,104,967
Blacks						
1974	6.8	.6	1.7	1.3	10.5	123,812
1972	6.2	.3	1.5	1.6	9.6	135,504
1966	4.2	1.7	2.6	2.1	10.6	58,156

1972 (an increase in absolute numbers of 68.8 percent), when the number of entering freshmen increased by only 33.9 percent.[5] Between 1972 and 1974, however, the growth rates of both groups were similar: 7.4 percent for the entire freshman class and 8 percent for aspiring NAH professionals. Thus, the popularity of these career choices seems to have peaked in 1972 and then leveled off, though the absolute numbers of students interested in the NAH professions continued to grow because of the steady but slow rise in freshman enrollments.

Nursing was the most popular of the health fields covered in this report,[6] attracting 45.9 percent of all aspiring NAH professionals in 1966 and 54.7 percent in 1974 (Figure I-1). The second most popular career choice was health technology (named by 19.1 percent of the 1974 aspiring NAH professionals), followed by therapy (16.7 percent) and dietetics (9.4 percent).

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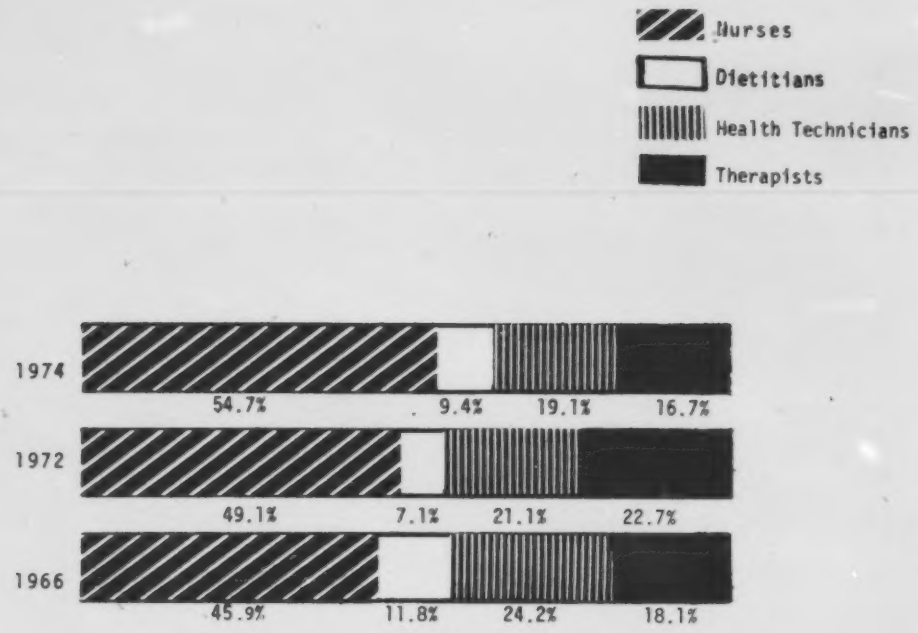
[5] The earlier study (Holmstrom and Cohen, 1974, Table 8), which looked at the 1966, 1968, 1970, and 1972 entering freshman classes, indicated that this growth in popularity was not steady over the six-year period but rather occurred in a spurt in 1972, reflecting a sudden increase that year in the number of minority students entering postsecondary institutions; obviously these minority students were strongly interested in the NAH professions as career options.

[6] Nursing was also more popular than any of the health professions covered in Volume . The next most popular career choice was medicine (named by 59,708 freshmen in 1974, compared with 77,734 who named nursing).

FIGURE I-1

Distribution of 1974, 1972, and 1966 Freshmen
Aspiring to Careers in the NAH Professions



Sex and Race/Ethnicity

Nursing and the allied health professions are typically "feminine" career choices, in contrast to the health professions, which are typically "masculine" choices (Holmstrom, Knepper, and Kent, 1976, pp. 10-11). In 1966, nine of every ten aspiring NAH professionals, but less than one-half of the total freshman class, were women. By 1974, the proportion of women among aspiring NAH professionals had increased by 2.1 percentage points (from 89.4 to 91.5), an increase in percentage points identical to that for women in the total freshman class (from 45.7 percent in 1966 to 47.8 percent

in 1974). The growth in absolute numbers was dramatic: The number of women aspiring to the NAH professions increased by 86.7 percent, while the number of female freshmen increased by only 50.5 percent.

Considering each career choice separately, we find variations in the pattern. Dietetics, the most female-dominated field, grew even more so (from 96 percent women in 1966 to 98.1 percent in 1974), as did the least sex-typed of the NAH fields, health technology (from 73.7 percent women in 1966 to 79.3 percent women in 1974). The sex distribution for therapy, on the other hand, remained stable at 84 percent women and 16 percent men. Nursing, the second most female-dominated field, became somewhat less so over the period, the proportion of men rising from 1.9 percent in 1966 to 3 percent in 1974. The changes between 1966 and 1974 in the absolute numbers of men naming each of the NAH career choices were: dietetics, a decrease of 30.6 percent; health technology, an increase of 13.5 percent; therapy, an increase of 68.1 percent; and nursing, an increase of 245.8 percent. Between 1966 and 1974, the number of male freshmen increased by 38.3 percent.

Table I-3 shows the number of aspiring NAH professionals, by race/ethnicity, in the three freshman classes; Table I-4 shows the percentage increases between 1966 and 1974 in the absolute number of aspiring NAH professionals, by sex and by race/ethnicity.

Table I-3

Number of 1974, 1972, and 1966 Aspiring NAH Professionals Belonging to Specific Racial/Ethnic Groups

	Nurses	Dietitians	Health Technicians	Therapists	Total[a]
Whites:					
1974	65,596	12,415	24,087	21,291	123,389
1972	52,800	8,597	24,349	26,872	112,618
1966	31,307	7,518	16,218	12,333	67,376
Blacks:					
1974	8,468	791	2,107	1,623	12,989
1972	8,453	402	2,048	2,166	13,069
1966	2,429	1,017	1,513	1,211	6,170
American Indians:					
1974	885	56[c]	236[c]	88[c]	1,265
1972	563	77[c]	277[c]	302[c]	1,219
1966	365[c]	77[c]	66[c]	79[c]	587
Orientals:					
1974	557	58[c]	314[c]	135[c]	1,064
1972	800	92[c]	479[c]	302[c]	1,307
1966	212[c]	183[c]	344[c]	59[c]	798
Mexican-Americans:[b]					
1974	837	45[c]	232[c]	325[c]	1,439
1972	609[c]	62[c]	332[c]	234[c]	1,237
1966	---	---	---	---	---
Puerto-Ricans:[b]					
1974	671	3[c]	148[c]	86[c]	908
1972	805[c]	6[c]	177[c]	108[c]	1,096
1966	---	---	---	---	---
Other:					
1974	1,294	61[c]	434[c]	225[c]	2,014
1972	1,135	59[c]	515[c]	390[c]	2,099
1966	1,222	339[c]	575	311[c]	2,447

[a]These totals are larger than those reported elsewhere because some students indicated membership in more than one racial/ethnic category and are thus double counted.

[b]In 1966, these two groups were not specified but were indluded in the "other" category.

[c]Unreliable cells with fewer than 50 unweighted cases.

Table I-4

Percentage Increase Between 1966 and 1974 in the Absolute Number of Aspiring NAH Professionals, by Sex and Race

	Nurses	Dietitians	Health Technicians	Therapists	Total
Total	117.6	45.4	44.3	68.2	82.4
Men	245.8	-30.6	13.5	68.1	45.6
Women	115.1	48.6	55.2	68.2	86.7
Whites	109.5	65.1	48.5	72.6	83.1
Blacks	248.6	-22.2	39.3	34.0	110.5
American Indians	142.5	-27.3	257.6	11.4	115.5
Orientals	162.7	-215.5	-9.6	128.8	33.3
Others[a]	129.3	-211.0	41.6	104.5	78.2

[a] Includes Mexican-Americans, Puerto Ricans, and "Others."

Although the number of blacks and of other racial/ethnic minorities interested in the NAH professions has increased since 1966, over six in seven aspiring NAH professionals in 1974 were white. Nonetheless, blacks were consistently better represented among aspiring NAH professionals than among all entering freshmen:

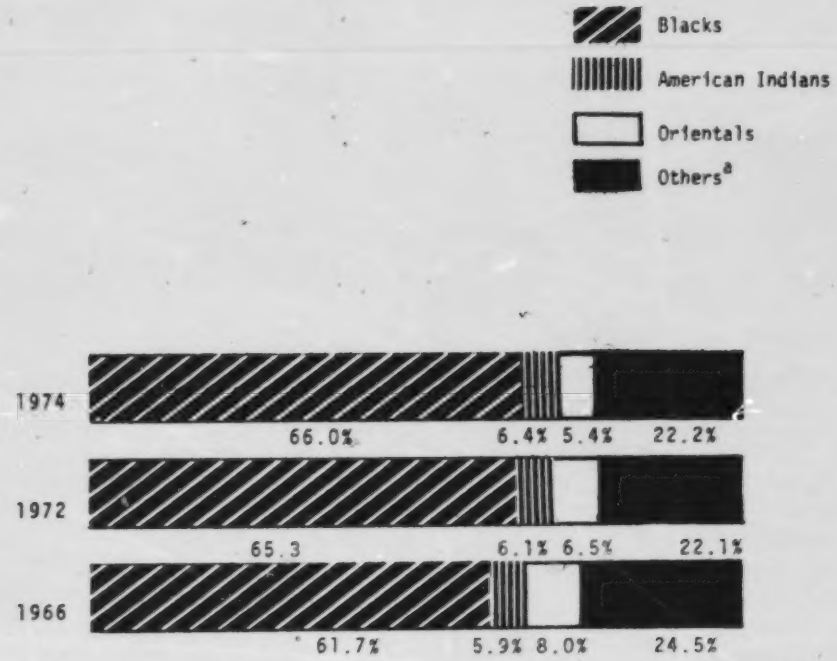
- In 1966, 5 percent of all freshmen but 7.9 percent of aspiring NAH professionals were black.
- In 1972, 8.7 percent of all freshmen but 9.9 percent of aspiring NAH professionals were black.
- In 1974, 7.4 percent of all freshmen but 9.1 percent of aspiring NAH professionals were black.

In 1974, two out of every three minority-group students interested in the NAH professions were blacks; the second largest group (22.2 percent) was "others" (including Mexican-Americans

and Puerto Ricans), followed by American Indians, and Orientals (Figure I-2).

FIGURE I-2

Racial/Ethnic Membership of Nonwhite Students Aspiring to Careers in the NAH Professions--1974, 1972, and 1966 Freshman Classes



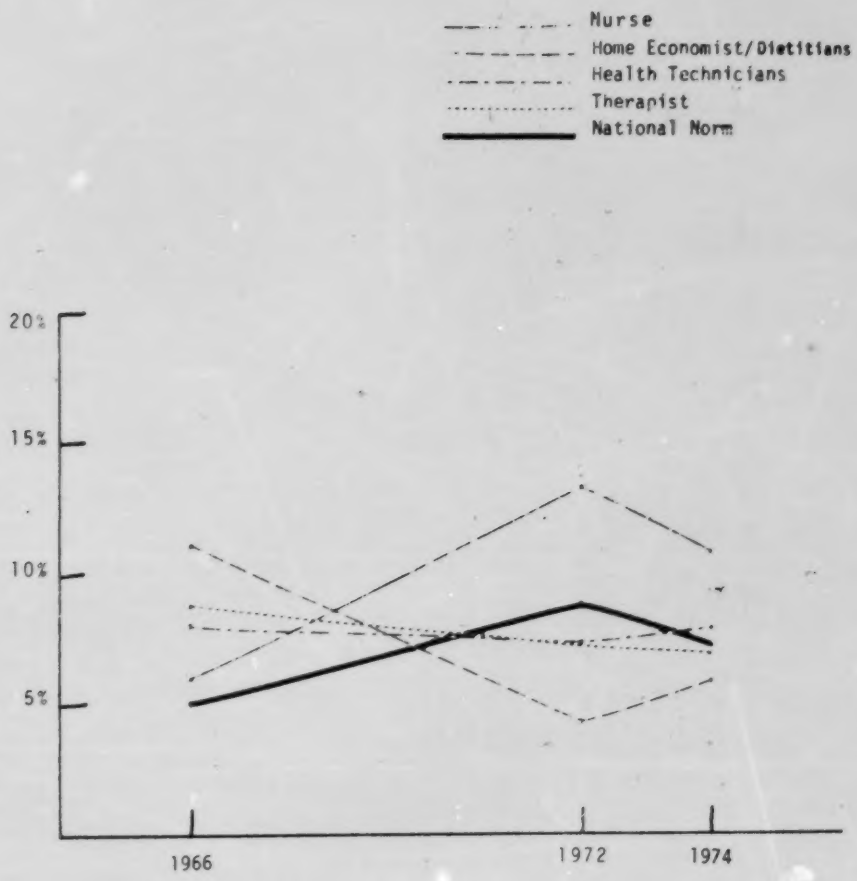
[a]Includes Mexican-Americans and Puerto Ricans.

In 1974, nursing had the highest concentration of blacks (10.9 percent), followed by health technology (7.8 percent), therapy (6.8 percent), and dietetics (5.9 percent) (Figure I-3). Compared with their proportion in the total 1974 freshman class, blacks were underrepresented among students interested in dietetics

and therapy as were students belonging to nonblack racial/ethnic minority groups, the only exception being Mexican-Americans, whose representation among aspiring therapists was about equal to their representation among entering freshmen. Overall, blacks were overrepresented among aspiring NAH professionals; Mexican-

FIGURE I-3

Proportion of Blacks Aspiring to Careers in the NAH Professions in Three Freshman Classes



American, Orientals, and "others" were somewhat underrepresented; and the proportion of American Indians and Puerto Ricans was the same as their proportion in the total 1974 freshman class. Nursing experienced the greatest increase in popularity among minority students, an increase which partially accounts for the rapid growth of this career choice. It should be pointed out, however, that nursing also continued to attract large numbers of white students.

The general trends between 1966 and 1974 may be summarized as follows:

- Both the absolute numbers and the proportions of first-time, full-time freshmen interested in careers in the NAH professions increased over the period, with nursing registering the greatest gain.
- Overall, the absolute numbers of aspiring NAH professionals increased by 82.4 percent, the number of women by 86.7 percent, the number of men by 45.6 percent, and the number of blacks by 110.5 percent.
- Changes in sex composition varied by field, with nursing becoming more "masculine," dietetics and health technology becoming more "feminine," and therapy remaining the same.
- Changes in racial/ethnic composition also varied by field: The proportion of blacks in the total group of aspiring NAH professionals increased by 1.2 percentage points (from 7.9 percent to 9.1 percent) between 1966 and 1974, but this proportionate increase was

limited to nursing (where the increase was from 6.8 percent to 10.9 percent); in the allied health fields, the proportions of blacks declined.

Nonetheless, in 1974 as in 1966, blacks constituted the largest minority interested in nursing and the allied health professions, their proportion in the total group of minority students planning to go into these careers having risen from 61.7 percent in 1966 to 66 percent in 1974; in contrast, the proportion of blacks among minority students interested in health professional careers declined between 1966 and 1974, from 53.2 percent to 48.2 percent (Holmstrom, Knepper, and Kent, 1976, p. 13).

Socioeconomic Background

The socioeconomic backgrounds of aspiring NAH professionals varied by field, though not so markedly as was the case with aspiring health professionals (Holmstrom, Knepper, and Kent, 1976, pp. 17-18). Aspiring dietitians came from the most affluent background (1973 median parental income of $14,581), followed by aspiring therapists ($14,396), aspiring health technicians ($13,487), and aspiring nurses ($12,497) (Table I-5). Thus, the difference between the median incomes of the most affluent and the least affluent group was $2,084; the corresponding difference for aspiring health professionals was $3,650 (1973 median parental income of $17,749 for aspiring physicians and $14,099 for aspiring pharmacists).

The men planning to become nurses, health technicians, and

therapists reported smaller median parental incomes than their female counterparts; no data on male dietitians are given because of the small number of unweighted cases. Nonblacks in all four career groups reported median parental incomes about twice as large as those reported by blacks, the gap being greatest among aspiring dietitians and smallest among aspiring health technicians

Table I-5

Median Parental Incomes, by Race and by Sex--
1974 Aspiring NAH Professionals

	Nurses	Dietitians	Health Technicians	Therapists
Nonblack men	$11,662	---	$13,421	$13,390
Black men	---[a]	---	$ 9,966	---
Total men	$11,369	---	$13,143	$12,726
Nonblack women	$13,404	$14,953	$14,223	$15,155
Black women	$ 5,677	$ 7,437	$ 6,933	$ 8,345
Total women	$12,550	$14,672	$13,628	$14,759
Nonblacks	$13,318	$14,923	$13,996	$14,788
Blacks	$ 5,660	$ 5,934	$ 7,443	$ 7,366
Total	$12,497	$14,581	$13,487	$14,396

[a]Unreliable cells with fewer than 50 unweighted cases.

The same patterns were found for educational level of the parents (Table I-6). About one in three aspiring dietitians and therapists reported that their fathers had at least completed college, compared with fewer than one in four aspiring health technicians and nurses. Similarly, 24 percent of the aspiring dietitians, 23 percent of the aspiring therapists, but only 14.8 percent of both aspiring nurses and health technicians, had

mothers with a baccalaureate or higher. Nonblacks were much more likely than blacks, and women more likely than men, to have college-educated parents, although both the sex and the racial/ethnic differences were larger with respect to father's education than to mother's education. Men aspiring to become nurses were particu-

Table I-6

Proportion Reporting that Their Parents Were at Least College Graduates, by Race and by Sex--1974 Aspiring NAH Professionals

	Nurses	Dietitians	Health Technicians	Therapists
Father's Education				
Nonblack men	9.4	---	22.1	28.0
Black men	---[a]	---	2.5	---
Total men	8.7	---	20.4	25.7
Nonblack women	25.0	37.3	25.4	35.6
Black women	6.2	10.0	7.7	14.5
Total women	23.1	35.9	24.2	34.5
Nonblacks	24.5	37.2	24.8	34.5
Blacks	6.1	8.9	6.2	12.5
Total	22.7	35.7	23.4	33.0
Mother's Education				
Nonblack men	9.2	---	12.8	17.3
Black men	---	---	12.0	---
Total men	8.6	---	12.8	16.6
Nonblack women	16.1	24.5	15.7	25.2
Black women	5.4	17.6	8.8	10.9
Total women	15.1	24.1	15.3	24.2
Nonblacks	16.0	24.5	15.1	24.0
Blacks	5.2	15.0	9.6	10.8
Total	14.8	24.0	14.8	23.0

[a]Unreliable cells with fewer than 50 unweighted cases.

larly disadvantaged in that fewer than one-tenth said their fathers and mothers had at least a college degree, compared with female aspiring nurses, 23.1 percent of whom had college-educated fathers and 15.1 percent of whom had college-educated mothers.

Father's occupation was only mildly related to the student's choice of a career in that only 2 to 4 percent of the health career aspirants said that their fathers worked in a health field (Table I-7). Close to half of the aspiring therapists and dietitians, and about two in five of both aspiring nurses and health technicians, said their fathers were employed in a high-status occupation (health professions, business, engineering, education, and "other professional"). About one-fifth in

Table I-7

Father's Occupation--1974 Aspiring NAH Professionals

	Nurses	Dietitians	Health Technicians	Therapists
Total Health Fields	3.1	2.1	2.3	3.6
Health professionals	2.6	1.9	.8	3.0
Nurses & allied health professionals	.5	1.2	1.5	.6
Businessman	21.7	27.5	23.6	28.3
Engineer	5.9	8.2	6.3	6.6
Farmer/Forester	6.2	11.8	5.2	3.9
Skilled worker	21.6	19.1	22.7	18.8
Unskilled worker	12.2	6.8	13.1	8.7
Teacher	2.9	4.2	3.2	4.7
Other professional	5.4	6.5	4.8	6.8
Other nonprofessional	18.3	12.6	16.8	16.8
Unemployed	2.8	1.5	7.9	2.0

each career group said their fathers were skilled workers; 13.1 percent of the aspiring health technicians and 12.2 percent of the aspiring nurses had fathers who were unskilled workers, compared with 8.7 percent of the aspiring therapists and 6.8 percent of the aspiring dietitians. On all measures of socioeconomic status, then, freshmen interested in dietetics and therapy seemed to be more advantaged than freshmen interested in nursing and health technology.

Institutional Distribution

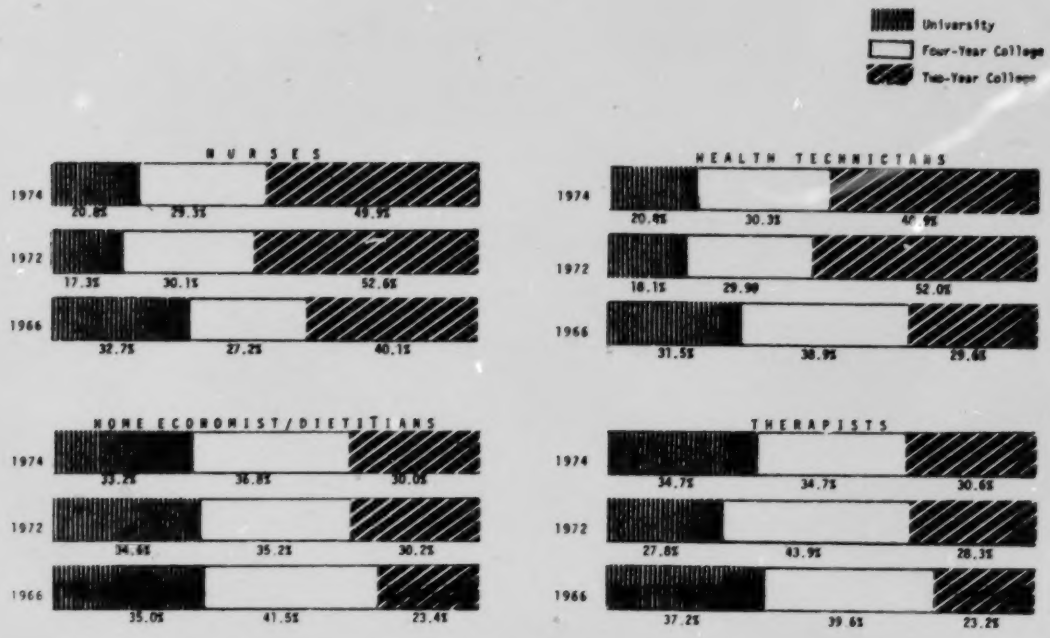
The proliferation of community colleges in recent years has been accompanied by profound changes in the enrollment patterns of college students. In 1966, only one in four freshmen matriculated at a two-year college; in 1974, the proportion was two in five. Three in ten 1966 freshmen, but one in four 1974 freshmen, entered a university; 45 percent in 1966, but 35 percent in 1974, entered a four-year college.

Similar changes in enrollment patterns occurred among aspiring NAH professionals, with larger proportions of each career group entering two-year colleges and smaller proportions entering universities in 1974 than in 1966 (Figure I-4). In addition, the proportion enrolling in four-year colleges declined, except among aspiring nurses, where it rose slightly. At both points in time, however, the variations among the four career groups remained the same: That is, in both 1966 and 1974, larger proportions of aspiring nurses and health technicians than of aspiring dietitians and

therapists enrolled in two-year colleges, while the opposite pattern was true for university enrollments. Thus, in 1974, one in five of the students interested in nursing or health technology--but one in three of those interested in dietetics or therapy--entered a university; half of the aspiring nurses and health technicians--but only three in ten aspiring dietitians and therapists--entered a two-year college. These differences parallel the differences in the socioeconomic backgrounds of the four career groups.

FIGURE 1-4

Institutional Distribution of Students Aspiring to Careers in the NAH Professions--1974, 1972, and 1966 Freshman Classes



Sex and race/ethnicity were related to the institutional enrollment patterns of aspiring NAH professionals (Table I-8). Women were more likely than were men to enter universities and less likely to enter two-year colleges, the difference being particularly marked among aspiring nurses: Three in four of the men in this career group, but only half the women, initially enrolled in a two-year college. In contrast, among freshmen-in-general, men were more likely than women to enroll in universities; this difference may reflect the higher parental income of women among aspiring NAH professionals relative to that of their male counterparts. Substantially more nonblacks than blacks entered universi-

Table I-8

Institutional Distribution, by Sex and by Race--
1974 Aspiring NAH Professionals

	Nurses	Dietitians	Health Technicians	Therapists
Men:				
University	10.1	---[a]	16.3	25.6
Four-year college	13.5	---	26.8	25.8
Two-year college	76.4	---	56.9	48.6
Women:				
University	21.1	33.7	22.0	36.4
Four-year college	29.8	37.2	31.3	36.4
Two-year college	49.1	29.2	46.8	27.2
Nonblacks:				
University	22.3	34.6	21.9	35.9
Four-year college	27.7	36.4	29.7	33.4
Two-year college	50.0	29.0	48.4	30.7
Blacks:				
University	8.6	11.3	7.8	18.6
Four-year college	42.4	43.5	37.9	51.9
Two-year college	49.0	45.1	54.3	29.5

[a]Unreliable cells with fewer than 50 unweighted cases.

ties, and about equal proportions of both racial/ethnic categories entered two-year colleges (except among aspiring dietitians, in which case 29 percent of the nonblacks, but 45.1 percent of the blacks, entered two-year colleges). Blacks were more likely to be concentrated in the four-year colleges, the institutional type that includes most of the predominantly black institutions.

Parental income was also related to the enrollment patterns of aspiring NAH professionals (Figure I-5). For each of the four career groups, the higher the socioeconomic level of the student, the more likely she/he was to enroll in a university and the less likely to enroll in a two-year college.

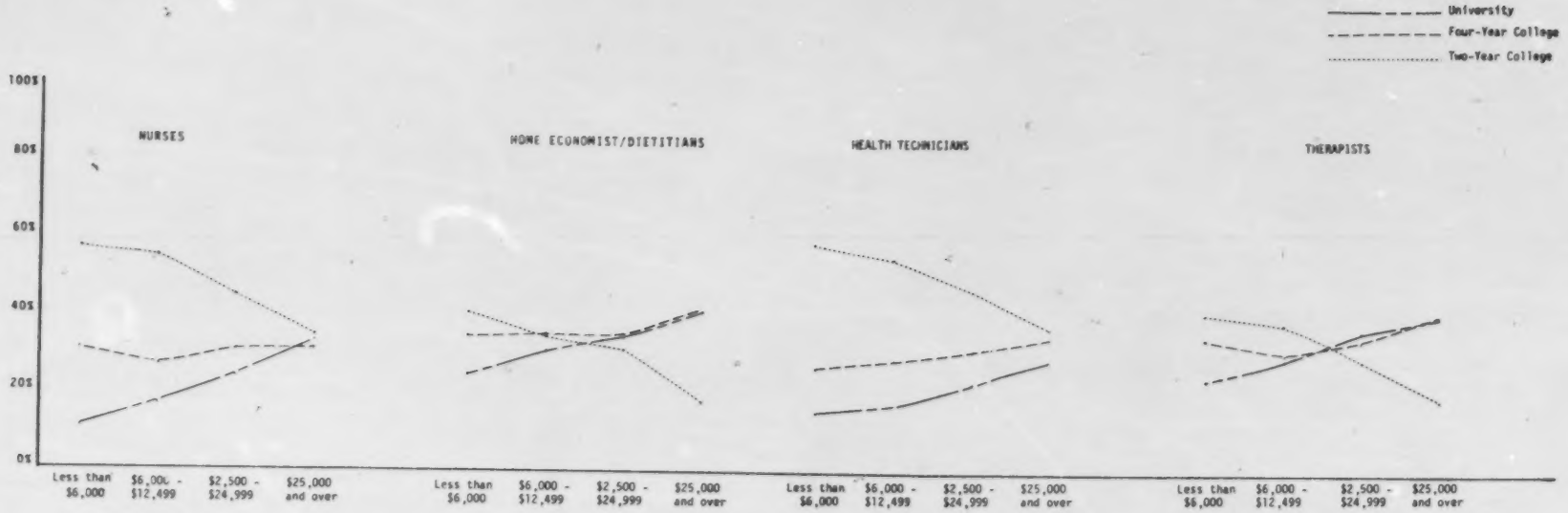
In summary, both the absolute numbers and the proportions of first-time, full-time freshmen interested in careers in the NAH professions increased between 1966 and 1974, with nursing registering the greatest gain.

Nursing remained the most popular of the four career choices, attracting consistently more students than any other health or allied health profession. Although many more blacks and men were interested in nursing as a career option in 1974 than in 1966, it was still predominantly feminine and "white." Health technology and dietetics became more feminine and somewhat whiter over the period. For therapy, the sex distribution remained stable, and the proportionate representation of minorities declined slightly.

Aspiring NAH professionals came from less advantaged backgrounds than did aspiring health professionals. Those wanting to become nurses came from the least affluent backgrounds, well below

FIGURE I-5

Institutional Distribution of Students Aspiring to Careers in the NAH Professions, by Parental Income--1974 Freshman Class



the median level for all freshmen. Blacks and men came from less affluent backgrounds than did nonblacks and women. It is interesting to note that women attracted to "masculine" and consequently higher-status occupations tend to come from more affluent and educated backgrounds, while the reverse is true for men attracted to "feminine" and therefore lower-status occupations.

CHAPTER II - ASPIRING NURSES

HIGHLIGHTS

- Nursing as a freshman career choice was not only the most popular of the health fields but also the fastest growing, registering an increase of 1.5 percentage points in the proportion of all entering freshmen from 1966 to 1974 and an absolute overall increase of 117.6 percent in the number of aspiring nurses. The growth was greatest for nonblack men and black women. In 1974, nursing had a higher proportion of black and other minority aspirants than did any other NAH profession. Nonetheless, it remained predominantly white and female, with nonblack women constituting 86.3 percent of the total group of nursing aspirants.

  The typical aspiring nurse was an unmarried, 18-year-old white woman who entered college (usually a community college) directly after high school. She reported a median parental income lower than that of the average freshman; her parents had usually not gone beyond high school. Her father was likely to work in business or in a low-level occupation. Though somewhat more apt than the average nonblack woman to be financially independent, she was less likely to express major concern about college finances. She saw herself as understanding, cheerful, and motivated to achieve, and was also more likely than were other aspiring nurses to rate herself high on mathematical and academic ability. Perhaps her most distinctive characteristic was concern for people: She gave top priority to helping others and to raising a family, almost to the exclusion of other life goals, and she chose nursing because of the opportunities it offers to be helpful to others, to contribute to society, and to work with people, though job availability was also a consideration. Her educational plans were generally congruent with her career goals.

- In 1974, men constituted only 3 percent of the aspiring nurses, and most of these were nonblack men, about half of whom were 19 or older at college entry; an unusually high proportion were married. They came from slightly lower socioeconomic backgrounds than did women, close to half were financially independent of their parents and expected to pay for their college education through part-time or summer employment. They saw themselves as stubborn and socially self-confident leaders but were less likely than female aspiring nurses or the average male freshman to rate themselves high on understanding, cheerfulness, or drive to achieve. Their life goals reflected broader interests and values than

those of the nonblack women. They were less apt than was the average male freshman to mention instrumental reasons for their career choice other than the availability of job openings. Three-fourths enteres two-year colleges and many of these planned to get associate or "other" degrees.

- Black women, who constituted 10.7 percent of the 1974 aspiring nurses, were the most severely disadvantaged of any subgroup planning careers in the health fields: Over half reported parental incomes of under $6,000, about half had parents who were not even high school graduates, and three-fourths said their fathers worked in low-level occupations. About two in five was financially independent, and the same proportion felt anxiety over their ability to pay for college. Fewer than half expected parental aid, their other chief sources of college finance being the Basic Grants program, earnings from part-time or summer employment, and College Work-Study. Though less assured than the nonblack women of specific academic competencies, they saw themselves as intellectually self-confident and cheerful. Their life goals and reasons for career choice indicate an emphasis on occupational and material success, as well as on altruistic values. They were much less likely than were nonblack women to enroll in universities and much more likely to enroll in four-year colleges; about half entered two-year colleges. Though at least two in five at each type of institution aimed at a baccalaureate, unusually large proportions aspired to advanced degrees, an expectation that may be unrealistic. What emerges most clearly about these women is that they saw nursing as a prestigious profession that offered them a means of substantially improving their life conditions.

General Characteristics

This chapter is based on those first-time, full-time students among the freshman classes of 1966, 1972, and 1974 who named nursing as their probable future occupation, for convenience referred to as aspiring nurses. The number and proportion of aspiring nurses in each freshman class were as follows:

- In 1966, 35,726 out of 1,163,123 (3.1 percent)
- In 1972, 64,549 out of 1,557,512 (4.1 percent)
- In 1974, 77,734 out of 1,673,134 (4.6 percent)

Nursing was the most popular of the health fields covered in this study, attracting 45.8 percent of all aspiring NAH professionals in 1966 and 54.7 percent in 1974. Nursing was also more popular than any of the health professions covered (Volume I, Holmstrom, Knepper, and Kent, 1976), in 1974 attracting 18,026 more students than did medicine, the next most popular of all health career choices. In fact, medicine and nursing together accounted for just over half the students planning on careers in health fields. The number of students interested in nursing increased by 117.6 percent between 1966 and 1974, compared with a much more modest gain of 22 percent in the number of students naming medicine.

The focal point of this chapter is the 1974 aspiring nurses. Wherever appropriate, they are compared with their counterparts in the two earlier classes; with all 1974 entering freshmen, as reported in the national norms (Astin et al., 1974); with aspirants to the allied health professions; and with aspirants to the

health professions. Table II-1 shows the number of aspiring nurses, by sex and by race/ethnicity (nonblack, black), in all three freshman classes.

Table II-1

Number of 1974, 1972, and 1966 Freshmen Aspiring to Become Nurses, by Race and Sex

Freshman Class	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974	2,187	168*	2,355	67,079	8,300	75,379	69,266	8,468	77,304
1972	1,753	243*	1,996	54,343	8,210	62,553	56,096	8,453	64,549
1966	596	85*	681	32,701	2,344	35,045	33,297	2,429	35,726

*Actual numbers were too small for further analyses.

The following sections profile aspiring nurses in terms of their demographic and background characteristics, college finances, self-ratings, life goals, and identity groups.

Sex and Race/Ethnicity

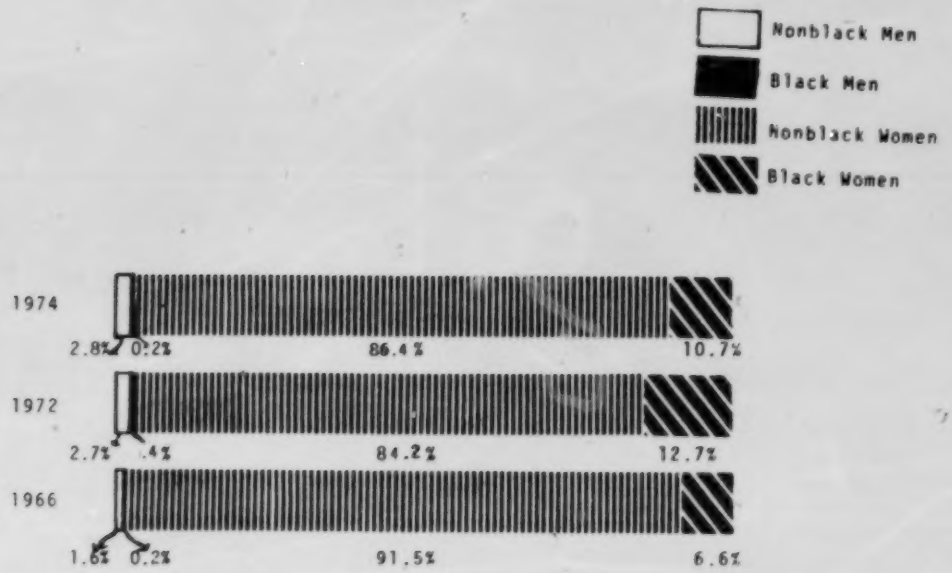
Since 1966, nursing has gained in popularity among black women and nonblack men as a career option. Over the eight-year period studied here, the increases in the absolute numbers of freshmen interested in nursing were:

- 105.1 percent for nonblack women,
- 254.1 percent for black women,
- 266.9 percent for nonblack men, and
- 97.6 percent for black men.

Despite the dramatic increases in the number of male and of black aspiring nurses, nursing was a predominantly female (97 percent) and nonblack (89.1 percent) career choice in 1974 as it had been in 1966 (Figure II-1).

FIGURE II-1

Race and Sex Distribution of 1966, 1972, and 1974 Freshmen Aspiring to Become Nurses



Nonetheless, the proportion of blacks among aspiring nurses was higher than their proportion in the total freshman class (10.9 percent and 7.4 percent, respectively). Thus, nursing was becoming an increasingly attractive career option for many blacks.

Moreover, about 6.1 percent of the aspiring nurses identified as nonblack belonged to a racial/ethnic minority (Table II-2). Of this group, the residual category of "other" claimed the largest number (30.5 percent), followed by American Indians, Mexican-

Americans, Puerto Ricans, and Oriental. American Indians and Puerto Ricans were somewhat overrepresented, Orientals and Mexican-Americans somewhat underrepresented, and "others" represented equal to their proportion among all 1974 entering freshmen. The greatest increase of interest in nursing since 1966, however, occurred among Orientals, their numbers having grown by 162.7 percent. The number of American Indians increased by 142.5 percent over the eight-year period. Increases in the numbers of Mexican-Americans, Puerto-Ricans, and "others" cannot be calculated over the entire period because the first two categories were not included on the 1966 freshman questionnaire. Since 1972, however, the number of Mexican-Americans increased by 37.4 percent, the number of "others" by 14 percent, and the number of Puerto Ricans declined by 16.6 percent. Overall, the number of nonblack minority students planning careers

Table II-2

Number and Distribution of Nonblack Minority-Group Members Aspiring to Become Nurses--1974, 1972, and 1966 Freshman Classes

	1974		1972		1966	
	N	%	N	%	N	%
American Indian	885	20.9	563	16.7	365	20.3
Oriental	557	13.1	800	23.7	212	11.8
Mexican-American	837	19.7	609	18.1	---	---
Puerto Rican	671	15.8	805	23.9	---	---
Other	1,294	30.5	1,135	33.7	1,222	67.9
Total	4,244	100.0	3,372	100.0	1,799	100.0

in nursing registered an increase of 135.9 percent over the eight-year period, substantially more than the 74.6 percent increase for the total group of aspiring NAH professionals.

Age and Marital/Dating Status

About one-fourth of the 1974 freshmen aspiring to careers as nurses were 19 years or older at college entry, and 8.2 percent were 21 years or older (Table II-3). These figures contrast markedly with those for aspiring physicians, only 15.1 percent of whom were 19 years or older, and only 1 percent of whom were 21 or older. Moreover, a larger proportion of aspiring nurses than of the other three groups of aspiring NAH professionals were 19 or older. Nonblack women aspiring to nursing were more likely than were other subgroups to be the modal age of 18 at college entry, whereas men and black women were more likely to be older: For instance, 31.5 percent of the men and 23 percent of the black women were at least 21 years old, compared with only 5.6 percent of the nonblack women.

Table II-3

Age Distribution, by Race and Sex--1974 Aspiring Nurses

Age, as of 31 December, 1974	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
16 or younger	.0	--	.0	.1	.2	.1	.1	.2	.1
17	.0	--	1.1	4.2	4.6	4.3	4.1	4.8	4.2
18	47.1	--	43.7	75.2	51.0	72.5	74.3	50.0	71.7
19	22.5	--	20.9	12.9	16.6	13.3	13.2	16.2	13.6
20	3.0	--	2.8	2.0	4.7	2.3	2.0	4.6	2.3
21 or older	27.4	--	31.5	5.6	23.0	7.5	6.3	24.2	8.2

As would be expected from the age of these freshmen, about one in ten had delayed entry to college by a year or more after high school graduation; again, this delay was much more common among men (26.6 percent) and among black women (18.4 percent) than among nonblack women (7.9 percent) (Table II-4). About one in ten of the men had entered college by passing the General Educational Development (G.E.D.) test, and 6.2 percent of the black women reported that they had never completed high school. Nurses were the least likely of any group planning on careers in the NAH professions or the health professions to have entered college directly after high school graduation in 1974.

Table II-4

High School Graduation Year/Status, by Race and Sex--1974 Aspiring Nurses

	Men			Women			Total		
	NonbTacks	Blacks	TotaT	NonbTacks	Blacks	TotaT	NonbTacks	Blacks	TotaT
Graduated 1974	65.4	--	61.7	90.4	71.4	88.4	89.6	70.3	87.6
Graduated 1973	7.6	--	7.1	3.0	4.5	3.2	3.1	4.4	3.3
Graduated 1972	.6	--	.6	1.1	3.4	1.3	1.1	3.3	1.3
Graduated 1971 or earlier	19.6	--	18.9	3.8	10.5	4.5	4.3	10.5	4.9
Passed G.E.D. test	6.8	--	9.0	1.4	4.1	1.7	1.5	4.7	1.9
Never completed high school	.9	--	2.8	.4	6.2	1.0	.4	6.8	1.1

Given the greater proportion of older students among aspiring nurses, it is not surprising that an unusually large proportion were married at college entry: 21.7 percent of the men, 10.4 percent of the black women, but only 5 percent of the nonblack women (Table II-5). The overall figure of 6.1 percent married freshmen was higher than for any other career group of aspiring NAH professionals or health professionals or for freshmen-in-general (1.9 percent).

Table II-5

Marital/Dating Status, by Race and Sex--1974 Aspiring Nurses

	Men			Women			Total		
	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	TotaT
Presently married	22.3	--	21.7	5.0	10.4	5.6	5.6	10.5	6.1
Presently engaged	1.3	--	1.2	4.7	5.7	4.8	4.5	5.6	4.6
Have been seeing one person exclusively	35.8	--	33.7	36.5	42.4	37.1	36.5	41.7	37.0
Have been seeing several persons, but no one exclusively	30.0	--	32.7	36.5	20.3	34.8	36.3	21.2	34.8
Have not been dating in recent months	10.6	--	10.6	17.4	21.2	17.8	17.1	21.0	17.5

Socioeconomic Background

Students planning on careers in nursing came from lower socioeconomic backgrounds than did freshmen-in-general; indeed, they were the most disadvantaged of any group aspiring to the NAH professions or the health professions (Table II-6). The 1973 median parental income for the total group, ($12,497) was $1,891 less than that of the total freshman class, $990 less than that of the next poorest group of aspiring NAH professionals (i.e., aspiring health technicians), and $5,252 less than that reported

Table II-6

Parental Income (1973), by Race and Sex--1974 Aspiring Nurses

Parental Income (1973)	Men			Women			Total		
	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	TotaT
Less than $3,000	6.0	--	9.2	3.3	21.9	5.3	3.4	22.6	5.5
$3,000 - $3,999	7.3	--	6.8	2.8	12.6	3.8	2.9	12.4	3.9
$4,000 - $5,999	3.4	--	3.2	5.2	18.4	6.7	5.2	18.1	6.6
$6,000 - $7,999	10.0	--	10.9	6.1	14.9	7.0	6.2	15.1	7.2
$8,000 - $9,999	10.9	--	10.3	8.8	11.6	9.1	8.9	11.3	9.1
$10,000 - $12,499	18.7	--	17.5	18.9	8.9	17.8	18.9	8.8	17.8
$12,500 - $14,999	21.0	--	20.4	13.8	3.6	12.7	14.0	3.7	12.9
$15,000 - $19,999	10.8	--	10.5	15.3	5.3	14.2	15.1	5.3	14.1
$20,000 - $24,999	7.8	--	7.3	11.3	1.4	10.2	11.1	1.4	10.1
$25,000 - $29,999	1.7	--	1.6	5.3	.6	4.8	5.2	.6	4.7
$30,000 - $34,999	1.8	--	1.7	3.6	.4	3.3	3.6	.4	3.2
$35,000 - $39,999	.3	--	.3	1.8	.1	1.6	1.7	.1	1.6
$40,000 - $49,999	.3	--	.3	1.6	.0	1.4	1.5	.0	1.4
$50,000 or more	.0	--	.0	2.3	.3	2.1	2.3	.3	2.1
MEDIAN	$11,662		$11,369	$13,404	$5,677	$12,550	$13,318	$5,660	$12,497

by aspiring physicians, who were the most affluent of all groups interested in a health career (Holmstrom, Knepper, and Kent, 1976, p. 17). Fully 16 percent came from income levels below $6,000, compared with 10.6 percent of all entering freshmen.

Nonblack women represented the most affluent group of aspiring nurses, reporting a median parental income of $13,404, whereas black women were the least affluent; their median parental income was less than half that of their nonblack counterparts ($5,677), making them the worst-off of all subgroups of aspiring NAH and health professionals.

When median parental incomes for 1966, 1972, and 1974 are converted into 1966 constant dollars as deflated by the Consumer Price Index, one finds an overall decrease of $170 in parental income (Table II-7). Actually, of the three subgroups on whom data are given, the decline occurred only among black women and was a dramatic $1,286. For nonblack men, median parental income increased by $1,473 over the eight years, and for nonblack women, there was a more modest increase of $144. Thus, nursing was coming to be seen as an attractive career option by more affluent nonblack men and by less affluent black women.

Table II-7

Median Parental Income in Constant Dollars,[a] by Race and Sex--1974, 1972, and 1966 Aspiring Nurses

Freshman Class	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974	$7,966	---	$7,766	$9,156	$3,878	$8,572	$9,097	$3,866	$8,536
1972	$7,573	---	$7,172	$9,222	$4,650	$8,670	$9,155	$ 6	$8,615
1966	$6,493	---	$6,913	$9,012	$5,164	$8,746	$8,969	$5,248	$8,706

[a]Median parental income figures are in fiscal 1966 constant dollars as deflated by the Consumer Price Index.

Aspiring nurses were also disadvantaged in terms of the educational level of their parents, though about on a par with aspiring health technicians. In 1974, only 22.7 percent of the total group reported that their fathers had a college education or better, compared with 31.5 percent of freshmen-in-general (Table II-8). The figure was even lower for blacks and for men, 6.1 percent and 8.7 percent, respectively. In fact, 28.7 percent

Table II-8

Father's Education, by Race and Sex--1974, 1972, and 1966 Aspiring Nurses

Father's Education	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	12.5	--	13.2	10.0	27.8	11.8	10.1	27.7	11.9
Some high school	23.1	--	23.2	14.8	32.7	16.6	15.1	32.6	16.8
High school graduate	33.9	--	35.3	31.9	24.0	31.2	32.0	24.7	31.3
Postsecondary school other than college	3.9	--	3.6	5.0	2.1	4.7	5.0	2.0	4.7
Some college	17.2	--	15.9	13.3	7.2	12.6	13.4	7.0	12.8
College degree	4.1	--	3.8	14.8	4.3	13.7	14.4	4.2	13.4
Some graduate school	.0	--	.0	1.5	.7	1.5	1.5	.7	1.4
Graduate degree	5.3	--	4.9	8.7	1.2	7.9	8.6	1.2	7.9
1972:									
Grammar school or less	28.4	--	28.4	11.7	26.7	13.5	12.2	26.8	13.9
Some high school	16.9	--	18.9	17.0	28.9	18.4	17.0	29.1	18.4
High school graduate	28.8	--	28.7	32.0	25.9	31.3	31.9	25.9	31.2
Some college	10.5	--	9.6	16.5	11.2	15.8	16.3	10.9	15.7
College degree	6.3	--	6.1	13.5	5.0	12.4	13.2	4.9	12.2
Some graduate school	.6	--	.5	2.0	.3	1.8	1.9	.3	1.7
Graduate degree	8.6	--	7.8	7.5	2.2	6.9	7.5	2.2	6.9
1966:									
Grammar school or less	33.5	--	34.3	12.1	31.1	13.3	12.5	31.3	13.7
Some high school	7.8	--	10.1	16.8	33.2	17.9	16.7	33.1	17.7
High school graduate	16.4	--	14.7	29.7	21.4	29.2	29.5	20.7	28.9
Some college	23.2	--	20.9	19.1	11.1	18.6	19.2	10.8	18.7
College degree	11.3	--	11.7	15.2	2.8	14.4	15.1	3.2	14.4
Postgraduate degree	7.8	--	8.4	7.0	.5	6.6	7.0	.9	6.6

of the total group reported that their fathers had not even graduated from high school. About one-third of the men aspiring to this career, and an astounding three-fifths of the blacks, said their fathers were not high school graduates.

The mothers of aspiring nurses were also likely to be less educated than the mothers of freshmen-in-general, the proportion reporting that their mothers had a bachelor's degree or better being 14.8 percent and 20.2 percent, respectively (Table II-9).

Table II-9

Mother's Education, by Race and Sex--1974, 1972, and 1966 Aspiring Nurses

Mother's Education	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	4.6	--	4.7	6.5	17.9	7.7	6.4	17.6	7.6
Some high school	25.1	--	28.5	13.1	31.1	15.0	13.5	32.0	15.4
High school graduate	46.6	--	44.9	42.8	33.0	41.8	42.9	32.8	41.9
Postsecondary school other than college	2.3	--	2.1	9.0	3.0	8.4	8.8	2.9	8.2
Some college	12.1	--	11.2	12.5	9.6	12.2	12.5	9.4	12.2
College degree	7.0	--	6.5	12.1	3.8	11.3	12.0	3.7	11.1
Some graduate school	2.2	--	2.1	1.1	.6	1.1	1.2	.5	1.1
Graduate degree	.0	--	.0	2.9	1.0	2.7	2.8	1.0	2.6
1972:									
Grammar school or less	16.1	--	16.0	8.3	17.9	9.5	8.5	17.8	9.7
Some high school	27.2	--	26.0	14.8	29.9	16.7	15.2	29.6	17.0
High school graduate	34.5	--	34.9	44.8	33.3	43.4	44.5	33.4	43.1
Some college	9.7	--	11.9	16.8	10.6	16.0	16.6	11.1	15.9
College degree	11.2	--	10.0	10.8	6.1	10.2	10.9	5.9	10.2
Some graduate school	.7	--	.6	1.8	.8	1.7	1.8	.8	1.6
Graduate degree	.6	--	.5	2.7	1.5	2.5	2.6	1.5	2.5
1966:									
Grammar school or less	16.6	--	21.8	8.8	21.6	9.6	8.9	22.9	9.9
Some high school	23.9	--	23.9	13.7	37.0	15.2	13.9	36.6	15.4
High school graduate	20.4	--	18.1	40.3	27.2	39.4	39.9	26.3	39.0
Some college	29.8	--	26.4	23.2	10.7	22.3	23.3	10.4	22.4
College degree	6.4	--	7.2	12.8	3.3	12.2	12.7	3.6	12.1
Postgraduate degree	3.0	--	2.7	1.3	.3	1.3	1.4	.3	1.3

As with father's education, much smaller proportions of blacks (5.2 percent) and of men (8.6 percent) than of nonblack women (16.1 percent) indicated that their mothers were college graduates or better. Even though the mothers were less likely than the fathers to have completed college, they were more likely to have finished high school: Fewer than one-fourth of the aspiring nurses said their mothers were not high school graduates. For men, the figure for mothers was about the same as that for fathers: That is, about one in three said his mother had not completed high school. Blacks, however, were much more likely to have fathers than mothers with less than a high school education: 60.3 percent versus 49.6 percent, respectively.

The educational level of both the fathers and the mothers of aspiring nurses remained essentially unchanged over the eight-year period covered by the study, consistently lower than that reported by all freshmen.

Men but not women among aspiring nurses were somewhat likely to report that their fathers worked as nurses, though the proportion was very small (3.6 percent) (Table II-10). (The only other subgroup at all likely to say that their fathers were nurses were black women planning to become health technicians.) Indeed, only 3.1 percent of the total group said that their fathers worked in any health field. Over half, on the other hand, said their fathers were skilled or unskilled workers or that they were employed in some other nonprofessional field. Relatively few (about one-sixth)

had fathers who worked in another (nonhealth) profession (including education), and one-fifth said their fathers were businessmen.

Generally, men aspiring to a career in nursing were more likely than women to report that their fathers were employed in lower-level occupations. Only 8.4 percent of the men (versus 13.2 percent of the women) had fathers in nonhealth professions, whereas 64.8 percent (versus 51.7 percent) had fathers who worked in skilled and unskilled trades or in other nonprofessional fields.

Table II-10

Father's Occupation, by Race and Sex--1974 Aspiring Nurses

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Physician	.0	--	.0	1.9	.2	1.8	1.9	.2	1.7
Dentist	.0	--	.0	.5	.0	.4	.4	.0	.4
Pharmacist	.0	--	.0	.3	.0	.3	.3	.0	.3
Optometrist	.0	--	.0	.1	.0	.1	.1	.0	.1
Veterinarian	.0	--	.0	.2	.1	.2	.2	.1	.1
Nurse	3.9	--	3.6	.1	.2	.1	.2	.2	.2
Home economist/dietitian	.0	--	1.9	.1	.1	.1	.1	.7	.1
Health technician or technologist	.2	--	.2	.0	.6	.1	.0	.6	.1
Therapist	.0	--	.0	.1	.0	.1	.1	.0	.1
Artist	.2	--	.2	.5	.7	.5	.5	.6	.5
Business manager	14.6	--	13.7	23.8	4.5	22.0	23.5	4.4	21.7
Clergy	.6	--	.5	1.0	1.9	1.1	1.0	1.9	1.0
Educator (college)	.3	--	.3	.6	.4	.5	.6	.4	.5
Educator (secondary)	3.0	--	2.8	1.5	1.6	1.5	1.6	1.6	1.6
Educator (elementary)	.0	--	.0	.2	.2	.2	.2	.2	.2
Engineer	3.6	--	4.5	6.2	3.0	5.9	6.1	3.3	5.9
Farmer/forester	4.4	--	4.1	6.5	4.3	6.3	6.4	4.2	6.2
Lawyer	.0	--	.0	.9	.2	.8	.8	.2	.8
Research scientist	.0	--	.0	.5	.0	.5	.5	.0	.5
Skilled worker	30.0	--	29.2	21.3	22.1	21.4	21.6	22.0	21.6
Unskilled worker	6.8	--	6.4	10.8	27.1	12.3	10.7	26.5	12.2
Other professional[a]	.3	--	.3	2.8	1.8	2.7	2.7	1.7	2.6
Other nonprofessional[b]	28.8	--	29.2	17.5	22.7	18.0	17.8	22.9	18.3
Unemployed	3.2	--	3.0	2.2	8.5	2.8	2.2	8.3	2.8

[a] Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b] Includes homemaker.

Among women, 71.9 percent of the blacks but only 49.6 percent of the nonblacks had fathers in such low-level occupations. Moreover, 8.5 percent of the black women, compared with only 3 percent of the men and 2.2 percent of the nonblack women, said their fathers were unemployed, the highest rate for any subgroup of aspiring NAH professionals.

It is not surprising to find that close to one in ten aspiring nurses had a mother who worked as a nurse; this proportion held across all subgroups (Table II-11). The majority of aspiring

Table II-11

Mother's Occupation, by Race and Sex--1974 Aspiring Nurses

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Physician	.0	--	.0	.0	.0	.0	.0	.0	.0
Dentist	.0	--	.0	.1	.0	.1	.1	.0	.1
Pharmacist	.0	--	.0	.1	.0	.1	.1	.0	.1
Optometrist	.0	--	.0	.0	.0	.0	.0	.0	.0
Nurse	10.7	--	10.1	8.8	9.8	8.9	8.8	9.6	8.9
Home economist/dietitian	.3	--	.3	.4	1.4	.5	.4	1.4	.5
Health technician or technologist	.0	--	.0	.3	.9	.4	.3	.8	.4
Therapist	.0	--	.0	.2	.2	.2	.2	.2	.2
Artist	.3	--	.3	.3	.0	.3	.3	.0	.3
Business manager	5.9	--	5.6	6.7	3.7	6.4	6.7	3.6	6.4
Clergy	.0	--	.0	.1	.1	.1	.1	.1	.1
Educator (college)	.0	--	.0	.2	.2	.2	.2	.2	.2
Educator (secondary)	.3	--	.7	1.0	.8	1.0	1.0	.9	1.0
Educator (elementary)	5.5	--	5.2	2.1	1.7	2.1	2.2	1.7	2.2
Engineer	.0	--	.0	.2	.0	.2	.2	.0	.2
Farmer/forester	.0	--	.0	.2	.8	.3	.2	.8	.3
Lawyer	.0	--	.0	.2	.0	.1	.2	.0	.1
Research scientist	.0	--	.0	.0	.0	.0	.0	.0	.0
Skilled worker	1.7	--	1.7	.8	1.2	.8	.8	1.2	.9
Unskilled worker	5.1	--	4.8	4.5	9.0	5.0	4.5	8.8	5.0
Other professional[a]	.2	--	.2	1.3	1.7	1.4	1.3	1.6	1.3
Other nonprofessional[b]	58.0	--	59.1	64.9	47.3	63.1	64.6	47.8	62.9
Unemployed	10.8	--	10.9	6.9	19.7	8.2	7.0	19.6	8.3

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b]Includes homemaker.

nurses, however, indicated that their mothers were in the "other nonprofessional" category, which includes homemaker. Only about one in twenty said their mothers were employed in a nonhealth profession (including education), and 6.4 percent said their mothers worked in business.

In summary, aspiring nurses tended to come from much lower socioeconomic backgrounds than did freshmen aspiring to other health careers or freshmen-in-general. Their parents were less educated and, as a result, were employed chiefly in lower-level occupations. Their median parental income was lowest of any of the career groups studied, with black women being particularly disadvantaged. Thus, nursing is a career option that seems to appeal strongly to people from disadvantaged backgrounds.

College Finances

Since recent court decisions have ruled that parents are no longer required to finance the college education of those of their children who have reached the age of majority (18 years in most states), many entering freshmen now claim financial independence, thus becoming eligible for federal student aid programs for which they might not otherwise qualify. In 1974, 23 percent of the aspiring nurses said they were financially independent, compared with 18.2 percent of freshmen-in-general (Table II-12). Moreover, aspiring nurses were more likely to claim financial independence than were any other career group of aspiring NAH professionals or health professionals. More men (49.2 percent) than women (22.2 percent), and more blacks (39.6 percent) than nonblacks (21 percent),

said they were financially independent.

Table II-12

Financial Independence from Parents, by Race and Sex--1974 Aspiring Nurses

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Financial independence THIS year									
No	53.9	--	50.8	79.8	61.4	77.8	79.0	60.4	77.0
Yes	46.1	--	49.2	20.2	38.6	22.2	21.0	39.6	23.0
Financial independence LAST year									
No	60.6	--	57.0	84.2	61.8	81.8	83.4	60.8	81.1
Yes	39.4	--	43.0	15.9	38.2	18.2	16.6	39.2	19.0

Despite the rather large proportion of aspiring nurses claiming financial independence, parental support was still a major source of support, expected by 69 percent of the total group (a smaller proportion than of any other group aspiring to the NAH professions or the health professions or of freshmen-in-general) (Table II-13). The three major subgroups for whom data are given differed considerably, however, with respect to both the proportions receiving parental support and the median amounts expected: Thus, 73.1 percent of the nonblack women (the most affluent group) expected a median amount of $798, whereas 45.9 percent of the nonblack men expected parental support in the amount of $651, and 43.3 percent of the black women (the most financially disadvantaged group) expected only $408. Dividing median amount expected into median parental income (see Table II-6), however, one finds that the black women would receive 7.2 percent of their parents' income to pay for their first year of college, the nonblack women 6 percent, and the nonblack men, 5.6 percent.

Table II-13

Anticipated Sources and Amounts of Financial Support for First Year of College by Race and Sex--1974 Aspiring Nurses

		Men			Women			Total		
		Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Parental, family aid or gifts	%	45.9	--	43.1	73.1	43.3	69.8	72.2	42.5	69.0
	(Medn.)	$651	--	$654	$798	$408	$760	$734	$409	$758
Basic Educational Opportunity Grants	%	20.9	--	17.2	17.1	43.8	20.0	17.1	43.1	19.9
	(Medn.)	$811	--	$795	$431	$653	$473	$442	$650	$482
Supplemental Educational Opportunity Grants	%	6.0	--	6.0	4.0	9.0	4.5	4.0	8.9	4.6
	(Medn.)	$714	--	$674	$431	$457	$437	$441	$452	$444
College work Study grant	%	6.1	--	5.6	7.1	17.8	8.3	7.1	17.5	8.2
	(Medn.)	$649	--	$646	$412	$473	$425	$418	$472	$429
State scholarship or grant	%	13.4	--	13.2	13.2	9.7	12.9	13.2	9.7	12.9
	(Medn.)	$541	--	$541	$426	$617	$437	$429	$619	$439
Local or private scholarship or grant	%	16.7	--	15.5	16.4	9.4	15.6	16.4	9.2	15.6
	(Medn.)	$360	--	$360	$380	$406	$382	$379	$406	$381
Federal Guaranteed Student Loan	%	6.2	--	6.7	7.2	6.9	7.2	7.2	7.0	7.2
	(Medn.)	$585	--	$736	$913	$561	$876	$903	$591	$873
National Direct Student Loan	%	5.9	--	5.6	4.8	9.4	5.3	4.8	9.2	5.3
	(Medn.)	$860	--	$986	$611	$488	$586	$624	$488	$597
Other loan	%	8.7	--	8.1	6.5	5.0	6.3	6.6	4.9	6.4
	(Medn.)	$443	--	$445	$754	$664	$746	$741	$664	$734
Full-time work	%	9.6	--	10.9	5.8	7.5	6.0	5.9	7.9	6.1
	(Medn.)	$774	--	$888	$550	$427	$528	$566	$459	$552
Part-time or summer work	%	54.5	--	50.7	52.5	26.5	49.6	52.5	26.0	49.6
	(Medn.)	$447	--	$447	$344	$301	$333	$346	$301	$34[illegible]
Savings	%	25.5	--	23.7	44.3	16.4	41.2	43.7	16.1	40.7
	(Medn.)	$342	--	$342	$349	$289	$346	$349	$289	$346
Spouse	%	4.2	--	3.8	3.3	2.7	3.3	3.4	2.7	3.3
	(Medn.)	$2,434	--	$2,434	$482	$412	$474	$504	$410	$492
Your G.I. benefits	%	19.8	--	21.7	.3	.7	.4	1.0	1.6	1.0
	(Medn.)	$2,088	--	$1,854	$1,051	$499	$745	$1,824	$790	$1,577
Your parent's G.I. benefits	%	3.6	--	3.3	1.4	2.0	1.4	1.4	2.0	1.5
	(Medn.)	$670	--	$670	$402	$496	$414	$418	$496	$429
Social security dependent's benefits	%	12.0	--	11.1	6.3	6.5	6.3	6.5	6.4	6.5
	(Medn.)	$718	--	$718	$415	$312	$400	$426	$312	$413
Other	%	7.6	--	7.1	3.2	2.8	3.1	3.3	2.8	3.2
	(Medn.)	$2,771	--	$2,771	$390	$609	$401	$421	$609	$430

Since federal financial aid programs are based on student need, it is not surprising to find that, among aspiring nurses, the chief beneficiaries of the Basic Educational Opportunity Grants (BEOG) program were black women, 43.8 percent of whom expected a median amount of $653; though fewer than half as many nonblack men expected such aid, they reported a median amount of $811; finally, only 17.1 percent of the nonblack women expected such aid, in the median amount of $431. Black women were also the most likely of all subgroups of aspiring nurses to participate in the College Work-Study (CWS) program, with 17.8 percent expecting a median amount of $473; relatively few nonblacks of either sex expected to receive such aid. The Supplemental Educational Opportunity Grants (SEOG) program was of less importance than the other two: Only 4.6 percent of the total group of aspiring nurses expected aid under the program. To some extent, then, these federal programs seemed to be reaching the students for whom they were intended; nonetheless, despite their greater financial need, aspiring nurses were no more likely than any other group of aspiring NAH professionals to participate in these programs, nor did they receive substantially larger grants from them.

Nonblacks were more likely than blacks to receive help from the two other grant sources: state scholarships and local or private scholarships. Thus, 13.2 percent of the nonblacks and 9.7 percent of the blacks reported receiving a state scholarship, though blacks expected $190 more in such grant funds ($429 versus

$619). About one in seven nonblacks but only one in ten blacks expected local or private scholarships, though again, blacks expected slightly larger amounts ($406 versus $379 for the nonblacks). Despite their lower socioeconomic status, however, aspiring nurses were less likely to get these forms of support than were other groups of aspiring NAH professionals.

Even though they received less financial support from other sources, aspiring nurses were not particularly inclined to take loans in order to finance their college education. Only from 5 to 7 percent of the total group expected to borrow from any of the three listed sources: the Federally Guaranteed Student Loan (FGSL) program, the National Direct Student Loan (NDSL) program, or "other" sources. Moreover, the median amount expected from FGSL and "other" sources was smaller than the amount expected by other NAH professionals.

Earnings from part-time or summer employment was another source of support for many aspiring nurses, though less so than for other groups of aspiring NAH professionals. There was a strong racial/ethnic difference: Over half the nonblacks, but only one in four blacks, expected to help pay for college in this way. Men expected a larger median amount than women: $447 versus $333. Full-time work was another, though minor, source of support: One in ten men, but only 6 percent of the women, planned on working full-time. In this case, aspiring nurses did not differ dramatically from the other three NAH career groups.

Two in five aspiring nurses said they would rely to some

extent on their personal savings, though here again there was a strong racial/ethnic difference with 43.7 percent of the nonblacks, but only 16.1 percent of the blacks, relying on this source. It was chiefly the nonblack women who accounted for this difference.

The only other source for more than 5 percent of the total group was social security dependent's benefits, mentioned by 11.1 percent of the men and 6.3 percent of the women. Benefits from the G.I. bill would not, of course, be a very important source of support for a group composed mostly of women, and overall, only 1 percent of the aspiring nurses expected such support. But one in five of the men who planned to become nurses said he expected a median amount of $2,088 support from his own G.I. benefits, suggesting that these men became interested in nursing while serving in the military, possibly as paramedics. Moreover, an unusually large proportion of nonblack men (4.2 percent) expected heavy support from their spouses (median amount of $2,434), a reflection of the fairly substantial number who were married at college entry.

In summary, the three most important sources of college support for aspiring nurses (named by at least two out of five) were the same as those for the other NAH career groups, for the health professional career groups, and for freshmen-in-general: parental aid, part-time or summer work, and savings. In addition, about one in five expected BEOG aid. There were, however, considerable variations among the three analytic subgroups on whom data are given. For nonblack women (who constituted 86.3 percent of the total group), the order of the four sources was the same as for the total group;

state and local or private scholarships were other important sources for this subgroup. For nonblack men, earnings from part-time or summer employment was the top-ranked source; fewer than half expected support from parents. The other sources most often mentioned by this subgroup were essentially the same as for nonblack women, except that G.I. benefits ranked fifth in order of importance, and a relatively large proportion expected support from their spouses. For black women, BEOG aid was the most important source, though the proportion naming parental aid was virtually the same (43 percent); part-time employment was the third most important source, and participation in CWS programs ranked fourth. Nonetheless, it should be noted that, considering the lower socioeconomic status of aspiring nurses in general, they seem somewhat disadvantaged relative to the other three NAH career groups, both in the proportion expecting aid from various sources and in the median amounts expected.

Given this financial disadvantage, it is surprising to find that relatively few, overall, manifested anxiety over their ability to finance a college education (Table II-14). Only 16.9 percent (compared with 14.7 percent of freshmen-in-general and a high of 17.8 percent of aspiring therapists) expressed major concern. Again, however, sharp racial/ethnic differences appeared: Close to two in five blacks said they were worried over their ability to pay for college, compared with 14.2 percent of the nonblacks. For the total group of aspiring nurses, as well as for nonblacks of both sexes, the proportion reporting major concern over finances

Table II-14

Concern Over Financing College Education, by Race and Sex--1974, 1972, and 1966 Aspiring Nurses

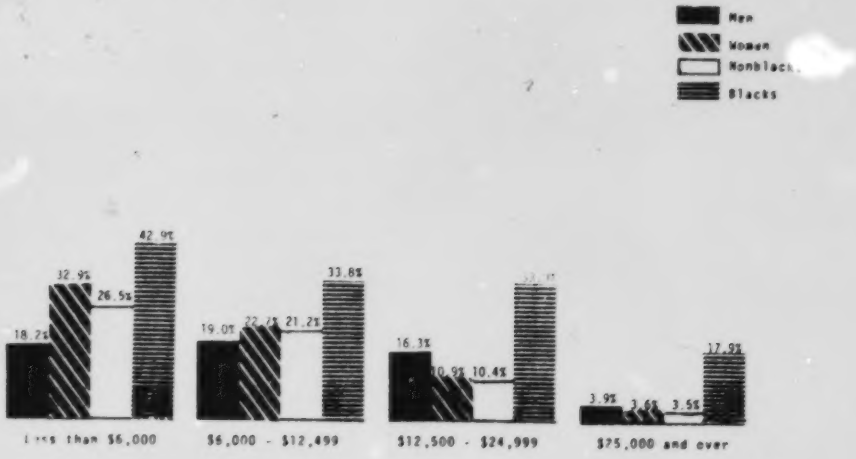
	Men			Women			Total		
	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	TotaT
1974:									
No concern	40.1	--	40.2	37.8	16.8	35.5	37.8	17.3	35.6
Some concern	42.0	--	42.1	48.1	43.7	47.7	47.9	43.7	47.5
Major concern	17.9	--	17.6	14.1	39.5	16.9	14.2	38.9	16.9
1972:									
No concern	32.7	--	30.0	33.0	17.5	31.0	33.0	17.3	31.0
Some concern	46.9	--	43.9	52.3	44.3	51.3	52.2	43.6	51.1
Major concern	20.4	--	26.1	14.7	38.2	17.7	14.9	39.0	18.0
1966:									
No concern	39.6	--	34.7	36.4	24.9	35.6	36.5	24.0	35.6
Some concern	51.5	--	57.6	56.1	60.2	56.4	56.0	61.6	56.4
Major concern	8.9	--	7.8	7.5	14.9	8.0	7.5	14.4	8.0

had about doubled since 1966, though it had dropped very slightly from the 1972 level. Among blacks, the figure more than doubled: from 14.4 percent in 1966 to 39 percent in 1972 and 1974.

As would be expected, concern over financing a college education was related to parental income (Figures II-2 and II-3). At

FIGURE II-2

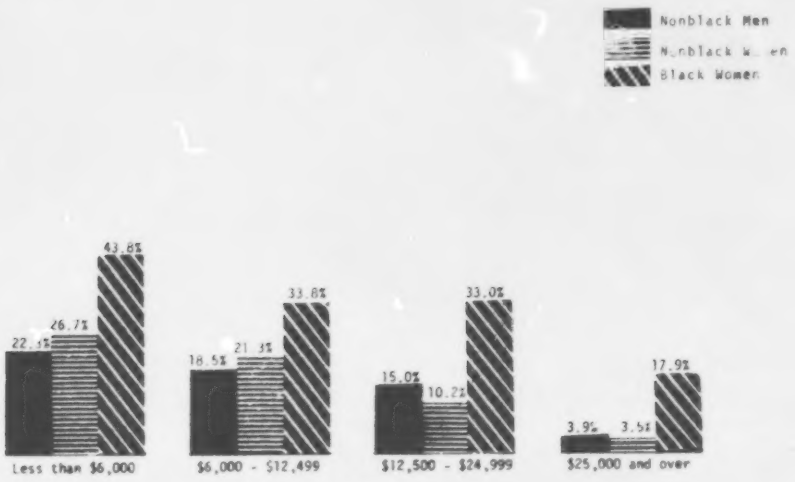
Proportion Reporting Major Concern Over Financing College Education, by Sex, by Race, and by Parental Income--1974 Aspiring Nurses



all income levels, black women were much more likely to be concerned than were nonblacks of either sex.

FIGURE II-3

Proportion Reporting Major Concern Over Financing College Education, by Race and Sex, and by Parental Income--1974 Aspiring Nurses



Self-Ratings

Aspiring nurses were not, on the whole, the most self-confident of freshmen (Table II-15). On only three traits were they more inclined than were freshmen-in-general to rate themselves as above average or in the top 10 percent: understanding of others (70.7 percent of aspiring nurses versus 65.9 percent of freshmen-in-general), drive to achieve (63.7 percent versus 59.9 percent), and cheerfulness (61.7 percent versus 52.2 percent). On all other traits, smaller proportions of the total group of aspiring nurses than of all freshmen rated themselves high, and the difference was particularly marked with respect to academic ability, leadership ability, mathematical ability, public speaking ability, mechanical

ability, athletic ability, originality, and political liberalism.

Table II-15

Self-Ratings,[a] by Race and Sex--1974 Aspiring Nurses and All Freshmen

Trait	Men			Women			Total			National Norms
	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	Total	
Academic ability	35.2	--	34.8	48.4	19.2	45.3	48.0	19.4	45.0	53.0
Athletic ability	25.3	--	27.1	22.8	16.4	22.1	22.9	17.2	22.3	38.5
Artistic ability	14.0	--	15.8	13.5	9.3	13.0	13.5	9.9	13.1	19.5
Cheerfulness	43.6	--	42.0	62.2	62.7	62.2	61.7	62.0	61.7	52.2
Defensiveness	27.7	--	31.0	24.8	27.4	24.9	24.7	28.3	25.1	27.1
Drive to achieve	51.5	--	45.1	63.9	65.8	64.0	63.5	65.8	63.7	59.9
Leadership ability	45.3	--	46.0	33.1	31.9	33.0	33.5	32.3	33.3	41.3
Mathematical ability	13.2	--	13.7	24.5	10.7	23.0	24.1	10.9	22.7	33.4
Mechanical ability	19.0	--	17.7	8.1	4.1	7.7	8.5	3.9	8.0	23.8
Originality	22.8	--	26.9	28.7	23.0	28.2	28.5	24.2	28.1	37.4
Physical attractiveness	15.5	--	17.6	20.7	27.5	21.3	20.5	27.9	21.2	26.1
Political conservatism	6.4	--	6.0	7.4	4.7	7.1	7.4	4.7	7.1	10.5
Political liberalism	27.2	--	27.1	11.3	7.5	11.0	11.8	7.8	11.5	20.1
Popularity	22.5	--	25.0	24.6	25.7	24.7	24.5	26.4	24.7	30.2
Popularity with opposite sex	21.2	--	22.5	23.0	29.6	23.6	22.9	29.9	23.6	29.4
Public speaking ability	17.1	--	19.1	14.0	14.5	14.1	14.2	15.1	14.2	20.7
Intellectual self-confidence	31.3	--	34.8	29.7	34.3	30.1	29.7	35.3	30.2	40.7
Social self-confidence	38.8	--	40.2	29.2	34.1	29.7	29.5	34.6	30.0	33.9
Sensitivity to criticism	29.1	--	28.7	23.0	17.6	22.4	23.1	17.7	22.6	25.1
Stubbornness	41.3	--	38.6	34.0	23.2	32.9	34.2	22.8	33.0	36.9
Understanding of others	55.1	--	58.0	71.8	64.9	71.0	71.3	65.5	70.7	65.9
Writing ability	26.8	--	26.8	24.8	26.0	24.9	24.9	26.0	25.1	30.5

[a]Self-rating of "above average" or "highest 10 percent" in comparison with "the average student of your own age."

Some sex differences emerged in the self-ratings: Larger proportions of women than of men rated themselves as above average on drive to achieve, academic ability, mathematical ability, cheerfulness, and understanding of others; larger proportions of men than of women rated themselves as above average on leadership, mechanical ability, liberalism, social self-confidence, and defensiveness. The chief differences between the racial/ethnic categories were that nonblacks more frequently regarded themselves as academically and mathematically able and as stubborn, whereas blacks more frequently saw themselves as physically attractive.

There were also differences among the three subgroups on whom data are given. Thus, nonblack women--the dominant subgroup--were more inclined than either nonblack men or black women to rate themselves high on academic ability and mathematical ability. Nonblack men were more likely to rate themselves high on leadership ability, stubbornness, mechanical ability, and political liberalism and less likely to rate themselves high on understanding of others, drive to achieve, and cheerfulness. Black women more frequently saw themselves as physically attractive and popular with the opposite sex but as lacking in academic ability, athletic ability, and stubbornness.

In summary, aspiring nurses did not, as a group, feel themselves superior in most traits related either to intellectual competencies or to social skills. On the other hand, relatively large proportions of aspiring nurses--particularly the women--saw themselves as understanding and as cheerful--traits that seem highly appropriate to a career in nursing--and as having a drive to achieve.

Life Goals

As might be expected, the top-ranked life goal among freshmen planning to become nurses was helping others in difficulty, endorsed by 86.8 percent of the aspiring nurses but only 61.3 percent of all freshmen (Table II-16). Other life goals regarded as essential or very important by at least half the total group of aspiring nurses were raising a family (64.7 percent versus 55

percent), developing a meaningful philosophy of life (62.6 percent versus 61.1 percent), and becoming an authority in one's field of specialization (54.1 percent versus 62.2 percent).

Aspiring nurses were somewhat more likely than were other freshmen to emphasize having administrative responsibility over

Table II-16

Life Goals,[a] by Race and Sex--1974 Aspiring Nurses and All Freshmen

Life Goal	Men			Women			Total			National Norms
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	3.9	--	4.0	6.5	9.2	6.7	6.4	9.2	6.6	11.4
Becoming an authority in my field	61.0	--	58.8	53.1	60.6	53.9	53.4	60.0	54.1	62.2
Obtaining recognition from my colleagues for contributions to my special field	46.3	--	48.6	29.8	41.7	31.0	30.3	42.6	31.5	39.0
Influencing the political structure	23.8	--	22.2	4.9	9.1	5.3	5.5	8.9	5.9	12.5
Influencing social values	30.8	--	35.0	26.4	28.8	26.7	26.5	30.1	26.9	27.2
Raising a family	57.1	--	58.2	65.8	58.2	64.9	65.4	58.5	64.7	55.0
Having administrative responsibility for the work of others	37.4	--	35.3	25.5	39.3	26.9	25.8	38.7	27.1	25.6
Being very well off financially	45.9	--	45.8	31.8	59.9	34.6	32.2	59.6	34.9	45.8
Helping others who are in difficulty	82.6	--	81.2	87.6	81.2	87.0	87.5	80.8	86.8	61.3
Making a theoretical contribution to science	22.9	--	21.9	14.5	23.4	15.5	14.8	23.1	15.7	13.0
Writing original works (poems, novels, short stories, etc.)	6.2	--	5.7	6.2	7.5	6.3	6.2	7.4	6.3	11.9
Creating artistic work (painting, sculpture, decorating, etc.)	4.3	--	5.6	8.1	7.6	8.0	8.0	7.9	8.0	13.9
Being successful in a business of my own	18.5	--	20.5	11.0	22.1	12.2	11.2	22.6	12.4	37.9
Becoming involved in programs to clean up the environment	30.1	--	30.0	18.2	26.7	19.1	18.6	26.7	19.4	25.9
Developing a meaningful philosophy of life	60.4	--	62.3	63.0	59.9	62.6	62.8	60.3	62.6	61.1
Participating in a community action program	35.7	--	35.3	29.7	31.5	29.9	29.8	31.5	30.0	27.5
Keeping up to date with political affairs	35.1	--	33.9	28.0	27.4	27.9	28.3	27.3	28.2	38.6

[a]Life goals rated as "very important" or "essential."

the work of others, though this emphasis was strongest among nonblack men and black women. In addition, the men among aspiring nurses were more likely than was the average male freshman to value participating in community action programs, influencing social values, making a theoretical contribution to science, and influencing the political structure. The black women planning to become nurses were more likely than was the average female freshman to emphasize being very well-off financially, obtaining recognition from colleagues, and making a theoretical contribution to science.

Aspiring nurses as a group, however, were distinguished chiefly by their failure to emphasize certain goals to the extent that other freshmen did. Thus, looking at the total scores, one finds that aspiring nurses were less likely than others to give high priority to goals related to occupational, material, and artistic achievement or to be concerned with social/political goals such as keeping up-to-date with politics, influencing the political structure, and cleaning up the environment. Most of this apparent lack of ambition or of wide-ranging values and interests can be attributed to these qualities in nonblack women (who, of course, constituted the largest subgroup among aspiring nurses). In fact, the only goals on which all three analytic subgroups fell consistently below the norms for their sex were those relating to artistic accomplishment (achieving in a performing art, creating artistic works such as painting and sculpture, writing original works), keeping up-to-date with politics, and succeeding in their own

business. Thus, it is chiefly the nonblack women who set the norm of rather single-minded devotion to the altruistic goal of helping others and to the nurturant and female-typed goal of raising a family. Nonblack men and black women shared these goals, but also valued certain other types of objectives at least as much as did freshmen-in-general.

Identity Groups

Like other freshmen, aspiring nurses were most apt to identify "strongly" or "strongest of all" with people of their own generation, fully seven in ten indicating such an identification (Table II-17). The next group most frequently mentioned was people of their own racial or ethnic group (44 percent), followed by people who live in the community (42.7 percent), and people of the same sex (41.7 percent). Fewer than three in ten identified closely with people of their own religion. This rank-ordering of identity groups is virtually identical with that for all freshmen, for other groups of aspiring NAH professionals, and for the five groups of aspiring health professionals.

As with the other characteristics so far examined, this pattern represented that of the nonblack women aspiring to careers in nursing, but the two other analytic subgroups on whom data are given deviated somewhat from the pattern. Thus, black women were just as likely to identify with members of their own race or ethnic group as with people of their own generation (63.3 percent). Moreover, they were more likely to identify with people of their own

religion (36.8 percent) than with people in the community (30.2 percent). The nonblack men identified more closely with people in the community (41.5 percent) than with people of their own racial/ethnic group (34.6 percent). Moreover, their sense of identification tended to be somewhat weaker in that generally smaller proportions of nonblack men than of either black or nonblack women cited each group.

Table II-17

Identity Groups, by Race and Sex--1974 Aspiring Nurses and All Freshmen

	Men			Women			Total			National Norms
	NonbTacks	Blacks	TotaT	NonbTacks	Blacks	TotaT	NonbTacks	Blacks	TotaT	
People who live in my community										
Strongest of all	14.0	..	15.1	12.9	11.4	12.7	12.9	11.7	12.8	13.6
Strongly	27.5	..	27.2	31.3	18.8	30.0	31.2	18.9	29.9	28.6
Moderately	39.4	..	38.0	45.1	49.9	45.6	44.9	49.3	45.4	44.0
Little or none	19.1	..	19.6	10.7	19.9	11.7	11.0	20.1	11.9	13.8
People of my own religion										
Strongest of all	9.9	..	12.8	8.2	11.4	8.5	8.2	12.2	8.7	6.7
Strongly	12.7	..	11.8	19.2	25.4	19.8	19.0	24.9	19.6	16.1
Moderately	46.7	..	48.1	48.5	46.5	48.3	48.5	46.3	48.3	42.7
Little or none	28.8	..	27.3	24.1	16.8	23.4	24.3	16.6	23.5	34.6
People of my own sex										
Strongest of all	5.0	..	6.6	4.1	6.7	4.4	4.2	7.2	4.5	3.5
Strongly	23.1	..	23.1	38.5	29.3	37.6	38.1	29.2	37.2	32.8
Moderately	56.3	..	55.1	52.7	54.9	52.9	52.8	54.6	53.0	56.1
Little or none	15.5	..	15.2	4.6	9.1	5.1	4.9	9.1	5.4	7.5
People of my own race or ethnic group										
Strongest of all	10.1	..	12.2	6.5	24.8	8.5	6.6	25.1	8.6	8.2
Strongly	24.5	..	24.8	35.4	38.5	35.8	35.1	38.3	35.4	34.4
Moderately	46.3	..	45.3	49.0	31.3	47.1	48.9	31.3	47.1	45.5
Little or none	19.1	..	17.7	9.0	5.4	8.6	9.3	5.2	8.9	11.9
People of my own generation										
Strongest of all	26.1	..	26.2	27.8	25.1	27.6	27.8	25.1	27.5	29.1
Strongly	33.6	..	34.0	44.7	38.2	44.0	44.4	38.3	43.7	42.6
Moderately	36.0	..	35.3	24.8	30.9	25.5	25.2	30.8	25.8	25.1
Little or none	4.4	..	4.5	2.6	5.7	2.9	2.7	5.6	3.0	3.1

Summary

Aspiring nurses deviated somewhat from the stereotype of the entering college freshman. Many of them, particularly men and blacks, were older than the modal age of 18 and had been out of high school for more than a year when they entered college. They tended to come from families of low socioeconomic status, in terms

of parental income, education, and occupation. Indeed, they were more disadvantaged than either any other group of aspirants to health careers or freshmen-in-general, and this was especially true of black women in the group. Concomitantly, more declared themselves financially independent of their parents, and fewer received parental support though this was still a major source of college finance. The other major sources were part-time or summer employment, savings, and BEOG grants. Despite their less affluent backgrounds, generally fewer aspiring nurses expected support from any source, and in smaller median amounts, than other groups of aspiring NAH professionals. Even so, relatively few expressed major financial concern over their ability to finance a college education.

Aspiring nurses were more likely than were freshmen-in-general to rate themselves high on understanding of others, cheerfulness, and drive to achieve. On other traits, especially those related to intellectual capabilities, they were less likely to rate themselves high, though there were variations by subgroup. The life goals most frequently endorsed by aspiring nurses were helping others in difficulty, raising a family, developing a meaningful philosophy of life, and becoming an authority in the field; on only the first two of these goals, however, did they exceed freshmen-in-general. They were also somewhat more likely to emphasize having administrative responsibility over the work of others. In addition, the nonblack men and black women in the group endorsed a wider variety of goals than did the nonblack

women, who constituted the great majority. Like other freshmen, aspiring nurses were most apt to feel a strong identification with people of their own generation and least likely to identify with people of their own religion.

College Choice

The reason most commonly given by 1974 aspiring nurses as "very important" in their choice of a college was its excellent academic reputation, mentioned by 60.8 percent, compared with only 50.4 percent of freshmen-in-general (Table II-18). This reason was especially likely to be important to black women (65.3 percent), slightly less so to nonblack women (60.6 percent), and least likely to be important to men (50.8 percent).

The special programs offered by the institution was the second-ranked reason, cited by 47.1 percent of all aspiring nurses; blacks were somewhat more likely to be concerned with this factor than were nonblacks (53.3 percent versus 46.4 percent). About three in ten mentioned low tuition as a very important reason in their college choice, the proportions being about the same for the various subgroups. Relatively few (18.3 percent) said they chose their college because it offered them financial assistance, though there was a strong racial/ethnic difference on this factor: 41.5 percent of the blacks, compared with 15.8 percent of the nonblacks, mentioned the offer of financial assistance as very important; in addition, men were somewhat more concerned with this factor than were women (25 percent versus 18.1 percent).

Table II-18

Reasons for College Choice, by Race and Sex--1974 and 1972 Aspiring Nurses

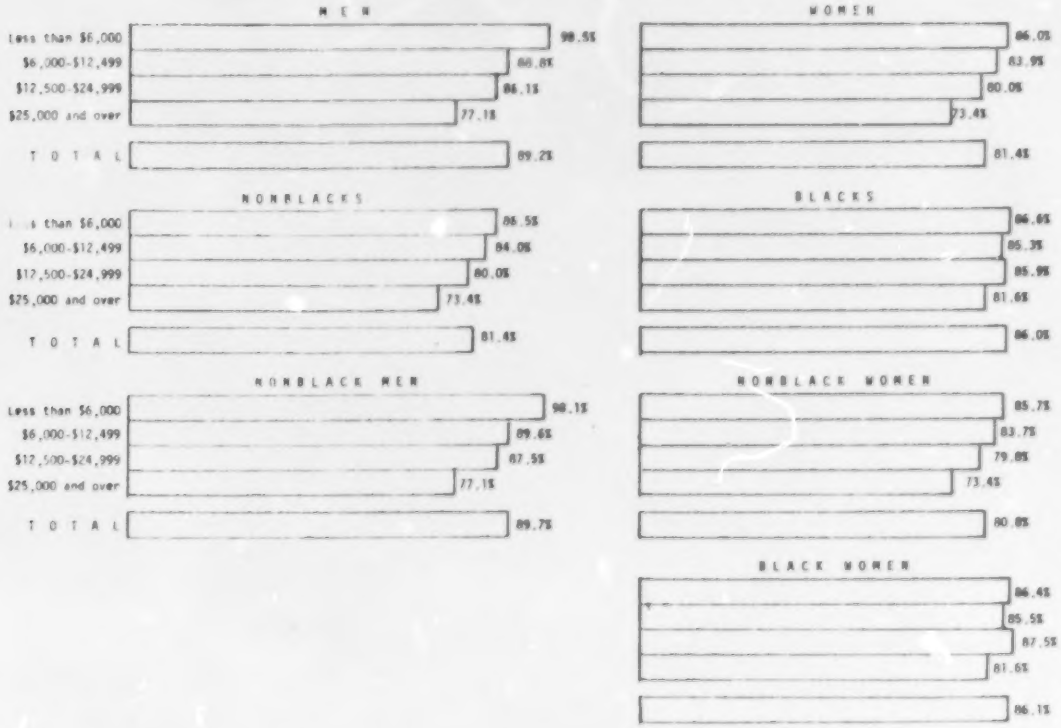
	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974									
Low tuition:									
Very important	27.1	--	27.4	28.9	30.7	29.1	28.9	30.7	29.1
Somewhat important	41.7	--	42.4	37.0	35.6	36.8	37.1	35.9	37.0
Not important	31.2	--	30.2	34.1	33.7	34.1	34.0	33.4	34.0
Special programs offered:									
Very important	47.8	--	48.5	46.4	53.2	47.1	46.4	53.3	47.1
Somewhat important	31.0	--	31.1	32.1	29.2	31.9	32.1	29.3	31.8
Not important	21.2	--	20.4	21.5	17.6	21.1	21.5	17.4	21.1
Offered financial assistance:									
Very important	22.2	--	25.0	15.6	40.8	18.1	15.8	41.5	18.3
Somewhat important	17.2	--	16.6	17.4	25.4	18.2	17.4	25.1	18.1
Not important	60.6	--	58.4	67.0	33.7	63.7	66.8	33.4	63.5
Very good academic reputation:									
Very important	49.7	--	50.8	60.6	65.3	61.1	60.3	65.5	60.8
Somewhat important	37.3	--	36.7	33.3	30.2	32.9	33.4	30.1	33.0
Not important	13.0	--	12.5	6.1	4.5	6.0	6.3	4.5	6.2
1972									
Low tuition:									
Very important	22.5	--	25.2	20.5	23.5	20.8	20.5	24.2	21.0
Somewhat important	40.0	--	38.6	31.9	32.0	31.9	32.2	31.9	32.1
Not important	37.5	--	36.2	47.6	44.5	47.2	47.3	43.9	46.9
Special programs offered:									
Very important	34.7	--	36.3	41.8	38.0	41.4	41.6	38.4	41.2
Somewhat important	34.3	--	32.7	26.5	35.7	27.6	26.7	35.3	27.7
Not important	31.1	--	31.0	31.7	26.2	31.1	31.7	26.4	31.1
Offered financial assistance:									
Very important	11.0	--	14.0	15.1	36.3	17.6	15.0	36.4	17.5
Somewhat important	17.2	--	17.5	13.8	17.1	14.2	13.9	17.2	14.3
Not important	71.9	--	68.6	71.1	46.6	68.2	71.1	46.4	68.2
Very good academic reputation:									
Very important	38.4	--	38.9	55.3	54.0	55.2	54.8	53.7	54.7
Somewhat important	46.7	--	46.2	35.6	37.8	35.8	35.9	37.9	36.2
Not important	14.9	--	14.9	9.1	8.2	9.0	9.3	8.4	9.2

Since 1972, three of the four reasons--academic reputation, special programs, and low tuition--had become more important. Among blacks, the first two reasons had increased greatly in importance; among men, low tuition had increased somewhat, as had the offer of financial assistance, the proportion naming the latter nearly doubling over the two-year period.

In 1974, over four in five aspiring nurses entered a public institution, compared with 77.5 percent of freshmen-in-general (Figure II-4). Men were somewhat more likely than women, and blacks than nonblacks, to enroll in the public sector. Parental income was also related to control of the institution attended,

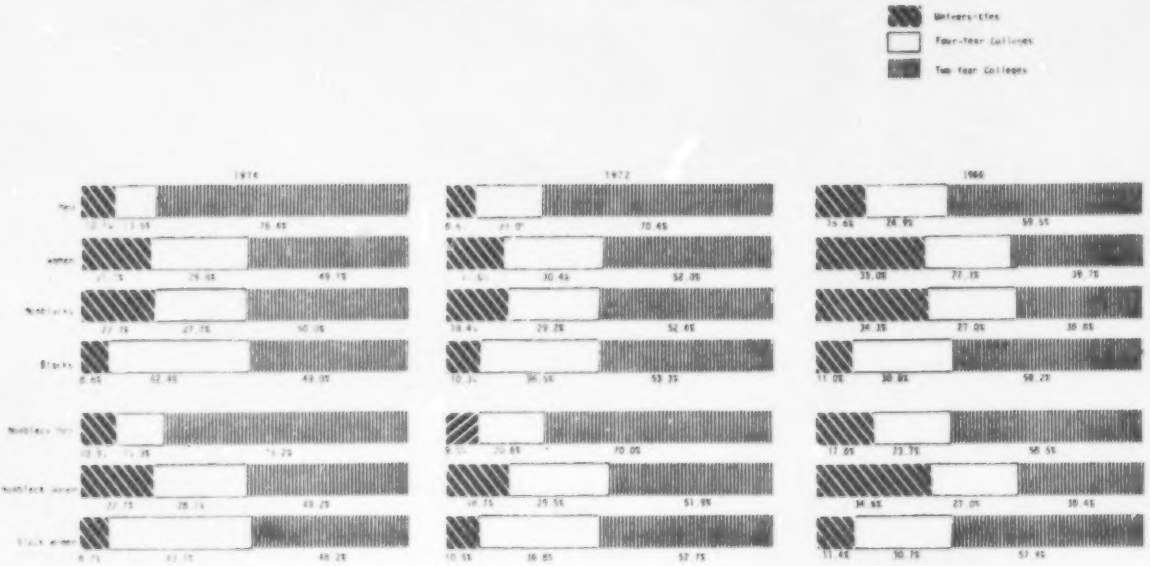
FIGURE II-4

Proportion Enrolled in Public Institutions, by Race and Sex--1974 Aspiring Nurses



the relation being most pronounced among nonblack men: Fully 98.1 percent of those from the lowest income category (under $6,000) attended public institutions, compared with 77.1 percent of those from the highest income level ($25,000 and over). A larger proportion of nonblack women from the lowest income category (85.7 percent) than from the highest (73.4 percent) enrolled in public institutions. For blacks, parental income did not appear to be related to control of the institution attended.

In 1974, close to half of all aspiring nurses entered two-year colleges; indeed, for men, the figure was three in four (Figure II-5). Aspiring nurses were least likely to enroll in universities: 22.7 percent of the nonblack women, 10.9 percent of the nonblack men, and 8.7 percent of the black women. About three in ten initially attended four-year colleges, the proportion



being much higher for blacks (42.4 percent) than for nonblacks (27.7 percent); this institutional type, of course, includes most predominantly black colleges.

Among nonblack women, enrollment in two-year colleges increased from 38.4 percent in 1966 to 49.2 percent in 1974; correspondingly, their enrollment in universities dropped from 34.6 percent in 1966 to 22.7 percent in 1974. Among black women, however, the proportions entering both two-year colleges and universities declined and the proportion enrolling in four-year institutions rose. The proportion of nonblack men entering two-year colleges climbed steadily, from 58.5 percent in 1966, to 70 percent in 1972, to 75.2 percent in 1974, and the proportions enrolling in both four-year colleges and universities dropped.

As with control of institution, the type of institution attended was closely related to parental income for aspiring nurses (Figures II-6 and II-7). Those from lower income levels were more likely to enroll in two-year colleges and less likely to enroll in universities, whereas the opposite relation was true for those from higher income levels. Attendance at a four-year college showed little connection with parental income.

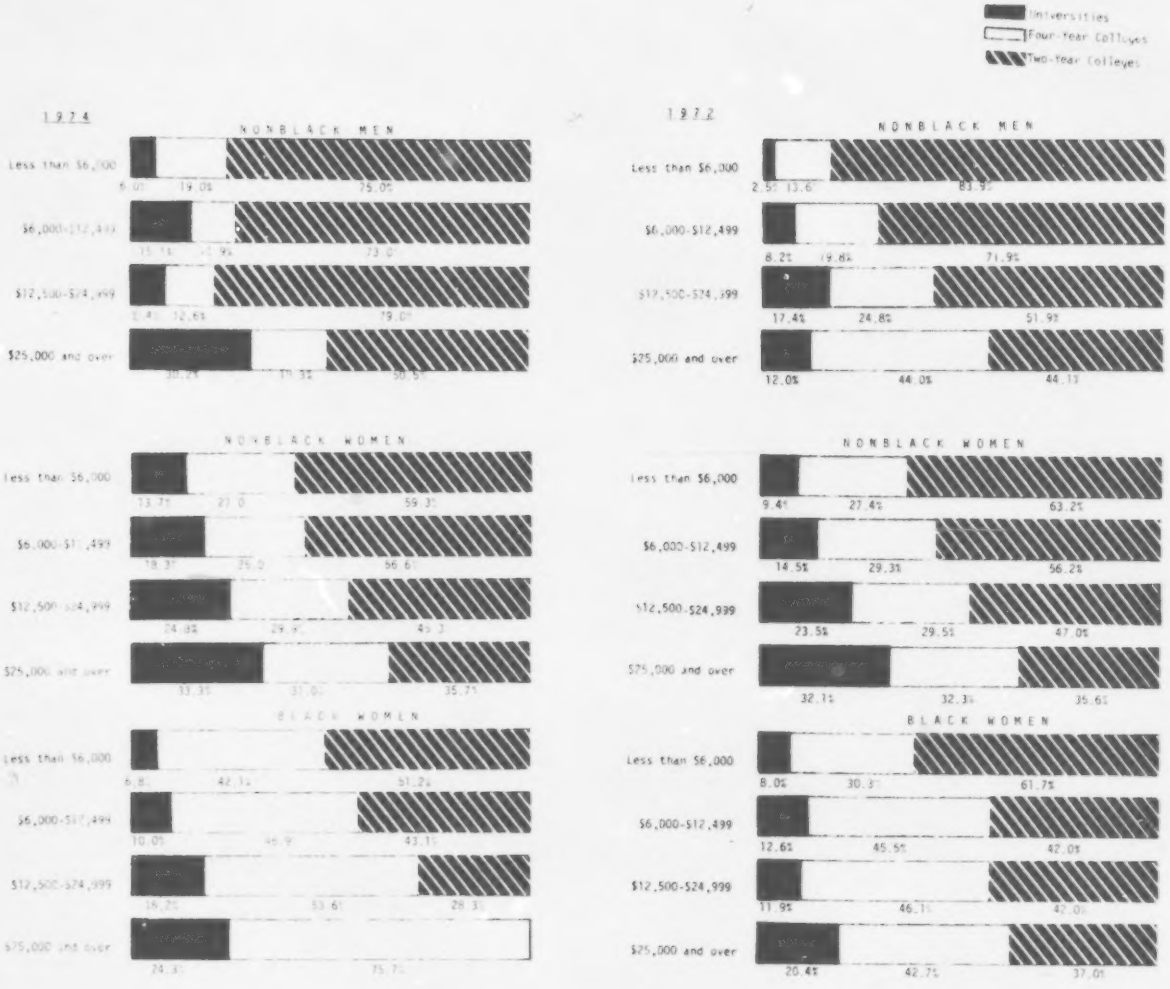
As is to be expected, whatever the type of institution attended, about 94 percent of the aspiring nurses planned to major in nursing (Table II-19). Another 3.4 percent planned to major in some other health-related field. Men entering four-year colleges deviated from this pattern somewhat in that only

FIGURE II-6

1979
1972
Less than $6,000
$6,000 - $12,499
$12,500 - $24,999
$25,000 and over
Less than $6,000
$6,000-$12,499
$12,500-$24,999
$25,000 and over

FIGURE 11-7

Institutional Attendance Patterns of 1974 and 1972 Applying Heroes, By Race and Sex ... by Parental Income



four in five planned to major in nursing. Another 4.8 percent planned to major in biological sciences, 6.6 percent in other health fields, and 8.4 percent in a nonhealth field (some of this last group said they were undecided about their probable college major).

Over three in five of the aspiring nurses in universities and four-year colleges, and over two in five of those in two-year col-

Table II-19

Probable Study Field Major, by Race and Sex and by Institutional Type--1974 Aspiring Nurses

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University:									
Biological sciences	1.4	--	1.4	1.7	3.2	1.8	1.7	4.0	1.8
Health technology	--	--	--	.4	1.2	.4	.4	1.2	.4
Nursing	95.5	--	95.5	95.7	91.5	95.5	95.7	91.5	95.5
Pharmacy	--	--	--	.2	.7	.2	.2	.7	.2
Therapy	--	--	--	.3	--	.3	.3	--	.3
Other health fields	--	--	--	.1	.0	.1	.1	.0	.1
Total health fields	96.9	--	96.9	98.3	96.6	100.0	98.3	97.3	98.2
Total nonhealth fields	3.1	--	3.1	1.7	3.4	.0	1.7	2.7	1.8
Four-Year College:									
Biological sciences	5.5	--	4.8	2.4	2.4	3.6	2.4	2.4	2.4
Health technology	--	--	--	.7	.4	.6	.7	.4	.6
Nursing	80.2	--	80.2	94.4	93.6	94.3	94.1	93.6	94.1
Pharmacy	--	--	--	.1	.0	.1	.1	.0	.1
Therapy	.0	--	.0	.1	--	.1	.1	--	.1
Other health fields	6.6	--	6.6	.3	.5	.3	.4	.5	.4
Total health fields	92.4	--	91.6	97.8	96.9	98.9	97.7	96.9	97.6
Total nonhealth fields	7.6	--	8.4	2.2	3.1	1.1	2.3	3.1	2.4
Two-Year College:									
Biological sciences	1.6	--	1.5	1.5	2.6	1.6	1.5	2.5	1.6
Health technology	--	--	--	1.5	.8	1.5	1.4	.8	1.4
Nursing	94.1	--	92.3	94.2	90.3	93.8	94.2	89.5	93.7
Pharmacy	--	--	--	.1	.0	.1	.1	.0	.1
Therapy	1.6	--	1.5	.1	--	.1	.2	--	.1
Other health fields	2.7	--	2.5	.2	.0	.2	.3	.0	.1
Total health fields	100.0	--	97.7	97.6	93.8	97.2	97.7	92.8	97.2
Total nonhealth fields	.0	--	2.4	2.4	6.2	2.8	2.3	7.2	2.8

leges, planned to attain the baccalaureate (Table II-20). In addition, over one in four of those in four-year colleges and universities aimed for an advanced degree (in most cases, a master's; a few said they planned to get the doctorate or a medical degree). These high degree aspirations were particularly characteristic of men and black women enrolled in four-year colleges, over half of whom said they aimed for a degree higher than the bachelor's.

Over two in five of the two-year college entrants (as opposed to only one in ten of the university and four-year college entrants) intended to get some "other" degree, a category that includes the

Table II-20

Degree Plans, by Race and Sex, and by Type of Institution--1974 Aspiring Nurses

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Universities									
Bachelor's	50.4	--	50.4	64.9	48.7	64.2	64.8	48.7	64.1
Master's	18.3	--	18.3	21.9	30.9	22.2	21.8	30.9	22.2
Ph.D. or Ed.D.	2.2	--	2.2	1.5	6.4	1.7	1.5	6.4	1.7
Medical degree	2.7	--	2.7	1.6	2.6	1.6	1.6	2.6	1.6
Other	26.5	--	26.5	10.1	11.4	10.2	10.3	11.4	10.4
Four-Year Colleges									
Bachelor's	40.5	--	40.5	65.2	40.3	61.5	64.8	40.3	61.2
Master's	43.2	--	43.2	20.6	37.9	23.2	21.0	37.9	23.5
Ph.D. or Ed.D.	3.3	--	3.3	2.0	9.7	3.2	2.1	9.7	3.2
Medical degree	6.8	--	6.8	1.9	3.0	2.1	2.0	3.0	2.1
Other	6.3	--	6.3	10.3	9.2	10.1	10.2	9.2	10.0
Two-Year Colleges									
Bachelor's	25.6	--	24.3	43.8	37.9	43.2	43.0	36.9	42.5
Master's	22.3	--	22.5	11.5	25.7	12.9	12.0	25.7	13.3
Ph.D. or Ed.D.	.0	--	.0	.6	.8	.6	.6	.8	.6
Medical degree	10.7	--	9.9	1.2	3.1	1.3	1.6	3.0	1.7
Other	41.4	--	43.4	42.9	32.5	41.9	42.9	33.7	42.0

associate degree: This goal was particularly characteristic of men and black women among aspiring nurses. Apparently, these students planned to complete only the one- or two-year program in nursing.

Only about one in four aspiring nurses at two-year colleges, compared with 29.2 percent of those at universities, and 38.7 percent of those at four-year colleges, said they were likely to transfer to another college before graduating (Table II-21). This difference gives credence to the supposition that many of the aspiring nurses who enrolled in two-year colleges did so for the deliberate purpose of completing no more than a diploma or associate program.

In short, 1974 freshmen planning to become nurses seemed to have a fairly clear idea of how to go about attaining their career goals. Since over 30 percent of the 1972 enrollment in registered nursing programs was in a two-year associate degree program (DHEW, 1975), and almost 25 percent of the one-year certificate programs in practical nursing are located in two-year colleges (National

Table II-21

Proportion Likely to Transfer to Another College,[a] by Race and Sex and by Institutional Type--1974 Aspiring Nurses

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University	28.3	--	28.3	29.1	31.2	29.2	29.1	31.2	29.2
Four-year college	26.7	--	30.1	40.9	26.9	38.8	40.6	27.2	38.7
Two-year college	24.2	--	22.2	24.9	22.9	24.7	24.8	22.1	24.6

[a]Proportion indicating that there was "Some chance" or "a very good chance" that they would transfer to another college before graduating.

League for Nursing, 1975), it is reasonable that over half the aspiring nurses in 1974 entered two-year colleges and that about two in five of this group aspired to associate or "other" degrees. Unlike their counterparts in the health professions, these students have available to them in the two-year colleges a clearly defined program leading to an appropriate degree. At the same time, should these students later raise their aspirations, they may enter upper level programs that are specifically designed for the associate degree recipients.

The aspiring nurses who entered four-year colleges and universities intending to get a baccalaureate or higher (about 90 percent) also seemed to have educational plans commensurate with their career goals.

Career Choice

The altruism and people-orientation of aspiring nurses is clearly evidenced in the reasons they give for choosing their profession: Being helpful to others was mentioned by 92.6 percent of the total group (compared with 61.8 percent of freshmen-in-general); being able to work with people by 90.9 percent (versus 61.3 percent); and making an important contribution to society by 74.4 percent (versus 47.2 percent) (Table II-22). Other factors more frequently cited by aspiring nurses than by all freshmen were intrinsic interest (73.8 percent versus 67.4 percent) and the availability of job

openings (60.4 percent versus 46.8 percent). On the other hand, aspiring nurses as a group were less inclined than were freshmen-in-general to say that they chose the career because it offers a great deal of independence (30.1 percent versus 41.1 percent), the chance to work with ideas (25.6 percent versus 44.1 percent), and freedom from pressure (10.9 percent versus 17 percent).

Reasons[a] for Career Choice, by Race and Sex--1974 Aspiring Nurses

	Men			Women			Total			National norms
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	
Job openings generally available	61.1	--	63.3	59.9	67.7	60.6	57.6	67.4	60.4	46.8
Rapid career advancement possible	33.0	--	32.3	31.2	48.5	33.9	31.2	48.1	32.9	34.8
High anticipated earnings	36.4	--	36.3	33.6	59.8	36.2	33.7	59.5	36.2	41.7
Well-respected or prestigious occupation	42.6	--	43.6	35.8	54.1	37.6	36.0	54.3	37.8	32.2
Great deal of independence	33.9	--	33.8	28.7	47.9	30.0	28.2	47.9	30.1	41.1
Chance for steady progress	46.5	--	47.9	42.3	66.9	44.7	42.5	67.0	44.6	38.1
Can make an important contribution to society	64.8	--	65.6	75.5	61.0	74.0	75.2	61.3	74.4	47.2
Can avoid pressure	15.6	--	15.1	9.6	21.4	10.7	9.8	21.4	10.9	17.0
Can work with ideas	36.7	--	36.2	23.1	39.6	25.3	24.1	39.6	25.6	44.1
Can be helpful to others	80.2	--	79.6	93.3	90.4	92.9	92.9	90.0	92.6	61.8
Able to work with people	82.6	--	82.8	91.4	89.1	91.2	91.1	89.1	90.9	61.3
Intrinsic interest in the field	70.8	--	66.9	73.9	73.6	73.9	73.6	73.0	73.8	67.4

[a]Reason indicated as "very important."

The three subgroups on whom data are given differed somewhat in their responses. Thus, fewer nonblack men than nonblack or black women mentioned the chance to be helpful to others and to contribute to society and their ability to work with people (though these three factors were still top-ranked by nonblack men, along with intrinsic interest). Nonblack women were more likely than the others to mention making a contribution to society and much less likely to mention avoiding pressure. Black women were more likely than non-

blacks of either sex to mention practical considerations (available job openings, steady progress, rapid advancement, high earnings); somewhat curiously, a large proportion also mentioned the chance for independence and avoidance of pressure, two conditions that hardly seem to characterize the profession of nursing. Interesting light is thrown on how each subgroup perceived the profession by the differing proportions who said that they chose nursing because it is well-respected and prestigious: only 35.8 percent of the nonblack women, 42.6 percent of the nonblack men, but 54.1 percent of the black women. Apparently, black women and, to a lesser extent, nonblack men, regard nursing as a relatively high-status prpfession that offers them a chance at respectability and prestige they might not otherwise have, an opinion shared by only one in three of the nonblack women.

The relation between parental income and reasons for career choice is clear-cut, but some interesting points should be noted (Table II-23). Among blacks and men, the availability of job openings became more important as income level increased, whereas the reverse was true among women. In addition, men from the highest income level ($25,000 or more) attached much more importance than men from lower income levels to the following factors: having a great deal of independence, making an important contribution to society, working with ideas, and avoiding pressure. Except for this last factor, the same was true for blacks: The higher the income level, the greater the tendency to emphasize certain expressive factors in career choice. These findings suggest that "atypical"

Table II-23

Reasons[a] for Career Choice, by Race, by Sex, and by Income Level--1974 Aspiring Nurses

	Men	Women	Nonblacks	Blacks
Job openings generally available:				
Less than $6,000	49.6	62.6	58.8	66.5
$6,000 - $12,499	47.3	61.9	60.5	68.4
$12,500 - $24,999	56.2	59.7	59.5	62.6
$25,000 and over	78.6	57.4	57.2	92.6
Rapid career advancement possible:				
Less than $6,000	32.0	37.8	32.8	47.6
$6,000 - $12,499	34.9	32.1	30.4	47.8
$12,500 - $24,999	32.7	30.4	30.0	49.5
$25,000 and over	23.9	34.2	33.7	63.4
High anticipated earnings:				
Less than $6,000	27.7	45.4	36.3	61.8
$6,000 - $12,499	33.8	37.9	35.4	58.0
$12,500 - $24,999	48.8	32.6	32.4	64.6
$25,000 and over	20.2	32.6	32.1	65.0
Well-respected or prestigious occupation:				
Less than $6,000	50.1	47.7	51.7	34.2
$6,000 - $12,499	44.8	39.7	46.2	53.9
$12,500 - $24,999	36.9	34.1	33.5	58.5
$25,000 and over	19.8	33.8	31.6	45.1
Great deal of independence:				
Less than $6,000	31.6	39.9	34.9	48.9
$6,000 - $12,499	34.7	30.5	29.3	42.1
$12,500 - $24,999	27.3	25.7	25.2	43.3
$25,000 and over	80.1	28.9	29.0	71.6
Chance for steady progress:				
Less than $6,000	48.7	51.2	44.4	64.6
$6,000 - $12,499	40.6	44.7	42.1	55.6
$12,500 - $24,999	53.2	41.6	40.6	81.5
$25,000 and over	48.9	43.0	42.7	73.5
Can make an important contribution to society:				
Less than $6,000	70.2	71.2	71.2	66.8
$6,000 - $12,499	67.4	75.7	76.1	64.8
$12,500 - $24,999	64.9	74.7	74.8	60.0
$25,000 and over	95.7	78.2	79.2	94.3
Can avoid pressure:				
Less than $6,000	20.1	15.1	11.4	23.4
$6,000 - $12,499	5.7	11.5	11.0	15.4
$12,500 - $24,999	11.7	9.3	9.2	15.3
$25,000 and over	58.5	6.4	6.7	21.7
Can work with ideas:				
Less than $6,000	38.9	30.4	26.4	39.5
$6,000 - $12,499	28.5	24.4	21.3	35.2
$12,500 - $24,999	38.3	22.6	22.2	36.8
$25,000 and over	81.4	24.4	24.7	54.0
Can be helpful to others:				
Less than $6,000	81.9	92.1	92.9	99.3
$6,000 - $12,499	70.2	93.5	93.1	88.8
$12,500 - $24,999	84.7	92.9	92.8	99.1
$25,000 and over	88.6	94.3	94.2	100.0
Able to work with people:				
Less than $6,000	81.9	89.9	89.9	89.0
$6,000 - $12,499	79.8	90.3	90.1	88.7
$12,500 - $24,999	83.3	92.1	91.8	91.7
$25,000 and over	84.1	93.7	93.5	100.0
Intrinsic interest in the field:				
Less than $6,000	32.4	71.2	67.5	74.9
$6,000 - $12,499	77.2	73.0	73.5	69.7
$12,500 - $24,999	70.4	73.2	73.0	76.5
$25,000 and over	91.7	77.5	77.7	77.4

[a]Reason indicated as "very important."

aspiring nurses--i.e., men and blacks--from affluent backgrounds had a rather different perception of the profession than did "typical" aspiring nurses--i.e., nonblack women--from affluent backgrounds.

Summary

Though nursing is becoming an increasingly popular career choice among men and blacks, it still primarily attracts nonblack women, who in 1974 constituted 86.3 percent of the total pool of freshmen planning on careers in nursing. The typical aspiring nurse, then, was an unmarried, 18-year-old white woman who entered college directly after high school graduation. She came from a less affluent background than did either the typical freshman or other nonblack women aspiring to the NAH professions; her parents were likely to be no more than high school graduates, and her father usually worked either in a relatively low-level occupation (skilled or unskilled worker, other nonprofessional) or in business. Though she was somewhat more likely than her counterparts aspiring to one of the allied health professions to be financially independent, she usually depended to some extent on parental aid for support. Her other major sources of finance were earnings from part-time or summer employment and savings. To a much lesser extent, she also relied on a state or local/private scholarship or a BEOG grant. She was less likely than average to express major concern over her ability to pay for a college education.

She rated herself high on understanding of others and on

cheerfulness--two qualities that seem appropriate for a career in nursing--and also on drive to achieve, but otherwise was not particularly self-confident, either academically or socially. Her life goals were rather limited compared with those of other nonblack women aspiring to the NAH professionals and of the average female freshman: helping others and raising a family were very important to her. She also gave some emphasis to having administrative responsibility for the work of others and to making a theoretical contribution to society.

She was more likely than were other aspiring nurses to enroll in a university and usually planned to take the baccalaureate program in nursing. Finally, she chose the profession of nursing for altruistic reasons and out of intrinsic interest, though she was also concerned with the practical considerations of available job openings.

The men and the nonblack women who were increasingly being attracted to a career in nursing brought with them a slightly different set of needs, values, and perceptions of the profession. Thus, in 1974, these subgroups of aspiring nurses were more likely than the nonblack women or than other aspiring NAH professionals to be older than the modal age of 18 at college entry and to have been out of high school for a year or more. They were often severely disadvantaged, especially the black women, whose median parental income was the lowest of any subgroup of aspiring NAH professionals. Fewer than half expected to get parental aid to help pay for their first year of college. The men also depended

on savings, part-time or summer work, BEOG grants, and (to a lesser extent) on their own G.I. benefits and social security dependent's benefits. In addition, a small proportion said they would get support from their spouses (a reminder that about one in five were married at college entry). The black women, on the other hand, depended more heavily than did the other subgroups on BEOG grants and on College Work-Study grants; only about one in four mentioned part-time or summer employment, and only three in twenty mentioned savings, as sources of college finance. Not surprisingly, then, two in five expressed major concern over paying for college, compared with fewer than one in five of the men.

The men among aspiring nurses were more likely to see themselves as having leadership ability but less likely to rate themselves high on understanding of others, cheerfulness, and drive to achieve. They tended to emphasize not only helping others and raising a family but also achieving in their profession and being socially and politically effective. Like the nonblack women, they chose the career of nursing primarily for altruistic reasons and tended to reject materialistic considerations.

The black women among aspiring nurses, though more socially self-confident than the other subgroups, were more uncertain of their intellectual capabilities. Both their life goals and their reasons for career choice reflect a much more materialistic and practical outlook than that of the nonblacks. In addition, they were more concerned than were nonblack women with achievement and

status goals, though they too were primarily concerned with helping others.

The men among aspiring nurses were more likely than the women to enter two-year colleges, whereas the blacks were more likely than the nonblacks to enter four-year colleges. Both the men and the nonblack women more frequently aimed at the associate or some "other" degree.

Nursing, then, seemed to be a particularly attractive career option to disadvantaged freshmen. Most were drawn to it because of intrinsic interest and altruistic considerations, though at the same time, the availability of job openings was important to them. To some (especially blacks), nursing may offer a means to improve their socioeconomic position. Following a relatively short training period (one to two years as a minimum), they may enter a profession that they regard as well-respected and prestigious, as well as financially secure. But the primary impetus for entering the field seems to be a desire to help others and an ability to work with people.

CHAPTER III - ASPIRING DIETITIANS

HIGHLIGHTS

- Home economics/dietetics as a career choice attracted only a minute proportion (.8 percent) of 1974 entering freshmen and was the most female-dominated of the NAH professions (98.1 percent) as well as the "whitest," with only 5.9 percent of blacks and 1.5 percent of nonblack minority students in 1974. Indeed, between 1966 and 1974, its popularity among men and among blacks and other minorities declined, an unusual situation in a period when minority participation in higher education was increasing and occupational sex stereotypes were breaking down. The number of aspiring dietitians increased by only 45.4 percent over the eight-year period, a growth rate almost identical with that for freshmen-in-general (43.8 percent).

- The typical aspiring dietitian was an unmarried 18-year-old white woman from a relatively high socioeconomic background. She reported a median parental income higher than that of the average freshman or the typical aspiring nurse and health technician but slightly lower than that of the typical aspiring therapist. Her father was more likely than were the fathers of other nonblack women aspiring to the NAH professions to be college-educated; he usually worked in a high-level occupation, though the proportion of farmers among fathers was unusually high. The nonblack woman aspiring to dietetics was less likely than the average female freshman to be financially independent or to express major concern over finances; she generally received sizable parental support to pay for college. Her self-image was somewhat less favorable than that of other aspiring NAH professionals. She saw herself as cheerful, academically able, and motivated to achieve but was no more likely than average to rate herself high on intellectual self-confidence, writing ability, or understanding of others. Her life goals indicated traditionally feminine values: She gave highest priority to raising a family and was more likely than was the average female freshman to emphasize succeeding in her own business, creating artistic work, having administrative responsibility over others, and participating in community action programs. Her reasons for career choice were mainly altruistic, though less markedly so than those of other aspiring NAH professionals. Job openings, intrinsic interest, and the chance to work with ideas were also important considerations; overall, however, she very closely

resembled the average female freshman. She was more likely than was her nonblack counterpart aspiring to nursing or health technology to enter a university or four-year college, usually planned to major in home economics/dietetics, and planned on a bachelor's or master's degree.

- Black women, who constituted 5 percent of aspiring dietitians in 1974, had a median parental income only half that of the nonblack women; two in five were from the lowest income group (under $6,000). Their mothers tended to be better-educated than their fathers, only half of whom were high school graduates. The majority said their fathers worked in blue-collar or "other nonprofessional" occupations. One-fourth were 19 or older at college entry, were financially independent of their parents, and expressed major concern over ability to pay for college. Black women aspiring to dietetics relied heavily on federal student aid programs (BEOG and CWS), and 16 percent took loans from NDSL. Despite their comparative disadvantages, however, they were more ambitious than were their nonblack counterparts, tending to give high priority to professional achievement, status and success, and political and social effectiveness. Though less sure of specific academic skills, they were more likely to rate themselves high on intellectual self-confidence, as well as on understanding of others and physical attractiveness. Moreover, larger proportions of the black women than of the nonblack women rated each of the listed reasons for career choice, except intrinsic interest, as very important to them. They were more likely than were their nonblack counterparts to enroll in four-year colleges. About one in three of the two-year college entrants planned to major in a nonhealth field, and an equal proportion planned on an associate degree. However, rather large proportions in each type of institution aimed for a master's degree. Discrepancies in their educational plans indicate that many of these women were somewhat confused about their career goals.

General Characteristics

This chapter deals with the first-time, full-time freshmen in 1966, 1972, and 1974 who named dietitian as their probable future occupation; for convenience, these students are referred to as aspiring dietitians. The number and proportion in each freshman class who indicated this career choice were as follows:

- In 1966, 9,227 out of 1,163,123 (.8 percent)
- In 1972, 9,281 out of 1,557,512 (.6 percent)
- In 1974, 13,419 out of 1,673,134 (.8 percent)

Over the entire eight-year period studied here, the growth rate in the number of aspiring dietitians (45.4 percent) was almost the same as the growth rate in the number of entering freshmen (43.8 percent); thus, the popularity of dietetics as a career choice remained stable but slight, with the field attracting fewer than 1 percent of all entering freshmen.

This chapter focuses on 1974 aspiring dietitians. Wherever appropriate, they are compared with their counterparts in the earlier freshman classes, with all 1974 entering freshmen (Astin et al., 1974), with other aspirants to nursing and allied health (NAH) professions, and with aspiring health professionals (as reported in Volume I of this project; see Holmstrom, Knepper, and Kent, 1976). Table III-1 shows the number of aspiring dietitians, by sex and by race/ethnicity (nonblack, black), in all three freshman classes.

Table III-1

Number of 1974, 1972, and 1966 Freshmen Aspiring to Become Home Economist/**Dietitians**, by Race and Sex

Freshman Class	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974	144*	115*	259*	12,484	676	13,160	12,628	791	13,419
1972	513*	51*	564*	8,366	351	8,717	8,879	402	9,281
1966	308	65*	373	7,902	952	8,854	8,210	1,017	9,227

*Actual numbers were too small for further analyses.

The following sections profile aspiring dietitians in terms of their demographic and background characteristics, college finances, self-ratings, life goals, and identity groups.

Sex and Race/Ethnicity

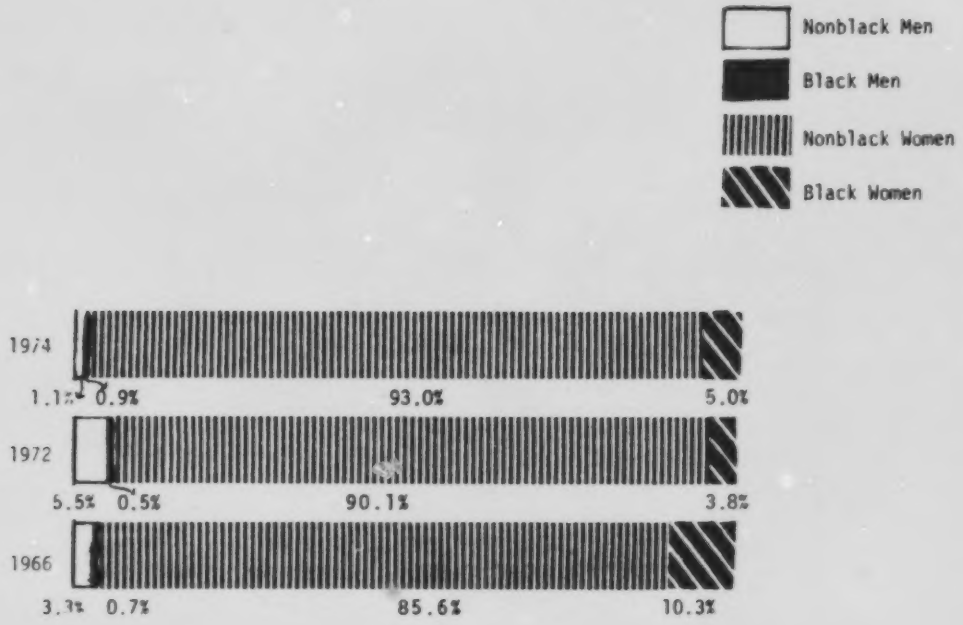
As was the case with nursing, health technology, and therapy, most of the students interested in dietetics as a career in 1974 were nonblack and female. As was not necessarily the case with the other NAH professions, however, dietetics as a career choice was becoming even more female-dominated and "whiter" (Figure III-1). In 1966, 4 percent of aspiring dietitians were men; the proportion rose to 6 percent in 1972, then dropped to 2 percent in 1974, a decline of 30.6 percent over the entire eight-year period in the number of men choosing dietetics as a career.[1/]

Similarly, the proportion of blacks among aspiring dietitians

[1]Because of their small numbers, men are excluded from the following discussion and from all tables and figures.

FIGURE III-1

Race and Sex Distribution of 1966, 1972, and 1974 Freshmen Aspiring to Become Home Economist/Dietitians



declined from 11 percent in 1966 to 5.9 percent in 1974, a decrease of 22.2 percent in the number of black aspiring dietitians. Thus, the overall increase in the number of students naming this career option was largely attributable to the continued and growing interest of nonblack women. The number of nonblack female aspiring dietitians increased by 58 percent over the eight-year period studied here, whereas the number of female freshmen grew by about 50 percent.

Not only was the field attracting fewer blacks but also it was losing some of its appeal for other racial/ethnic minorities. In 1966, 599 or 7.3 percent of the aspiring dietitians classified

as nonblack reported that they belonged to a racial/ethnic minority; in 1974, there were only 223 such students, a decline of 62.8 percent in absolute numbers (Table III-2).[2/]

Table III-2

Number and Distribution of Nonblack Minority Group Members Aspiring to Become Home Economist/Dietitians--1974, 1972, and 1966 Freshman Classes

	1974		1972		1966	
	N	%	N	%	N	%
American Indian	56	25.1	77	26.0	77	12.9
Oriental	58	26.0	92	31.1	183	30.6
Mexican-American	45	20.2	62	20.9	--	--
Puerto Rican	3	1.3	6	2.0	--	--
Other	61	27.4	59	19.9	339	56.6
TOTAL	223	100.0	296	100.0	599	100.0

Age and Marital/Dating Status

Four in five aspiring dietitians were 18 years old at college entry (Table III-3). They were less likely than others to be over the modal age: Only 15.1 percent were 19 or older, as compared with 21.5 percent of all freshmen, 24.1 percent of aspiring nurses, 18.6 percent of aspiring health technicians, and 17 percent of aspiring therapists. Not surprisingly, nearly all of the aspiring

[2]Because of their small numbers, these students will not be discussed separately but are included in the nonblack category.

Table III-3

Age Distribution, by Race and Sex--1974 Aspiring Home Economist/Dietitians

Age, as of 31 December, 1974	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
16 or younger	--	--	--	.0	.0	.0	.0	.0	.0
17	--	--	--	4.2	10.7	4.5	4.3	9.2	4.6
18	--	--	--	81.4	63.7	80.5	81.1	67.9	80.3
19	--	--	--	13.4	23.8	13.9	13.5	20.3	13.9
20	--	--	--	.6	1.0	.6	.5	.9	.6
21 or older	--	--	--	.4	.8	.5	.6	1.8	.6

dietitians (97.1 percent) had graduated from high school the same year they had entered college (Table III-4); fewer than 1 percent were married (Table III-5). The black women in this career group

Table III-4

High School Graduation Year/Status, by Race and Sex--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
Graduated 1974	--	--	--	97.6	88.9	92.9	97.5	89.4	97.1
Graduated 1973	--	--	--	1.8	9.5	3.6	1.7	8.1	2.1
Graduated 1972	--	--	--	.1	.0	.5	.1	1.1	.2
Graduated 1971 or earlier	--	--	--	.4	.8	1.7	.5	.7	.5
Passed G.E.D. test	--	--	--	.0	.8	.6	.0	.7	.0
Never completed high school	--	--	--	.1	.0	.1	.1	.0	.1

Table III-5

Marital/Dating Status, by Race and Sex--1974 Aspiring Home Economist/Dietitians

Marital/Dating Status	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
Presently married	--	--	--	.5	6.2	.8	.5	5.2	.8
Presently engaged	--	--	--	3.9	9.7	4.2	3.8	8.2	4.1
Have been seeing one person exclusively	--	--	--	40.6	33.7	40.2	40.5	28.7	39.8
Have been seeing several persons, but no one exclusively	--	--	--	37.7	31.1	37.4	37.9	41.3	38.0
Have not been dating in recent months	--	--	--	17.3	19.4	17.4	17.4	16.5	17.4

were somewhat more likely than the nonblack women to be 19 years or older (25.6 percent), to have been out of high school a year or more (11.1 percent), and to be married (6.2 percent) at college entry.

Socioeconomic Background

Aspiring dietitians came from more affluent backgrounds than did aspiring nurses, aspiring health technicians, and freshmen-in-general. Their median parental income of $14,581 (Table III-6)

Table III-6

Parental Income (1973), by Race and Sex--1974 Aspiring Home Economist/Dietitians

Parental Income (1973)	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Less than $3,000	--	--	--	1.5	12.1	2.0	1.4	10.2	2.0
$3,000 - $3,999	--	--	--	1.9	11.2	2.4	1.8	10.7	2.4
$4,000 - $5,999	--	--	--	2.7	19.8	3.6	2.7	30.2	4.4
$6,000 - $7,999	--	--	--	4.6	9.4	4.8	4.5	7.9	4.7
$8,000 - $9,999	--	--	--	5.5	17.1	6.2	5.9	14.4	6.4
$10,000 - $12,499	--	--	--	17.1	11.9	16.8	17.1	10.0	16.6
$12,500 - $14,999	--	--	--	17.2	2.7	16.4	17.2	2.3	16.3
$15,000 - $19,999	--	--	--	18.6	13.4	18.4	18.4	11.3	17.9
$20,000 - $24,999	--	--	--	13.0	.0	12.3	13.1	.0	12.3
$25,000 - $29,999	--	--	--	6.5	2.4	6.3	6.4	3.2	6.1
$30,000 - $34,999	--	--	--	4.7	.0	4.5	4.8	.0	4.5
$35,000 - $39,999	--	--	--	2.9	.0	2.8	2.9	.0	2.7
$40,000 - $49,999	--	--	--	1.4	.0	1.3	1.4	.0	1.3
$50,000 or more	--	--	--	2.6	.0	2.4	2.6	.0	2.4
MEDIAN	--	--	--	$14,963	$7,437	$14,672	$14,923	$5,934	$14,581

was very close to that reported by aspiring therapists but lower than those reported by four of the five career groups of aspiring health professionals (see Holmstrom, Knepper, and Kent, Vol. I, 1976, pp. 17-18). As usual, blacks came from poorer families than did nonblacks, the median parental income of the black women among aspiring dietitians being only half that of the nonblack women

($7,437 versus $14,953). The black women came from more affluent backgrounds than did black women interested in nursing or health technology; nonetheless, 43.1 percent were from families whose income was under $6,000.

When the median parental incomes of 1966, 1972, and 1974 aspiring dietitians were converted into 1966 constant dollars as deflated by the Consumer Price Index, one finds an overall increase of about $1,000, suggesting that dietetics was coming to attract students from slightly more affluent families (Table III-7).

Table III-7

Median Parental Income in Constant Dollars,[a] by Race and Sex--1974, 1972, and 1966 Aspiring Home Economist/Dietitians

Freshman Class	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974	--	--	--	$10,214	$5,081	$10,023	$10,194	$4,054	$9,960
1972	--	--	--	$10,576	$4,012	$10,289	$10,442	$3,730	$10,132
1966	$8,985	--	$8,057	$9,171	$4,192	$8,651	$9,158	$4,153	$8,621

[a]Median parental income figures are in fiscal 1966 constant dollars as deflated by the Consumer Price Index.

Nonblack women aspiring to careers as dietitians came from better educated families than did either freshmen-in-general or nonblack women aspiring to careers in nursing and in health technology. Nearly two-fifths (37.3 percent) indicated that their fathers had at least a baccalaureate; 11.3 percent said their fathers had graduate degrees (Table III-8). On the other hand, only one in ten black women reported that their fathers were college

graduates or better, and half said their fathers had not even graduated from high school. The educational level of the fathers of both black and nonblack women had improved since 1966, when over half the nonblack women and more than four in five of the black women said their fathers had gone no further than high school. Overall, aspiring dietitians had better-educated fathers than did freshmen-in-general or other NAH aspirants, except that the pro-

Table III-8

Father's Education, by Race and Sex: 1974, 1972, and 1966 Aspiring Home Economics Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	--	--	--	5.3	19.9	6.0	5.3	17.5	6.0
Some high school	--	--	--	10.0	30.1	11.0	10.2	26.5	11.1
High school graduate	--	--	--	29.1	30.7	29.2	29.1	37.7	29.6
Postsecondary school other than high school	--	--	--	4.8	.7	4.6	4.9	.6	4.6
Some college	--	--	--	13.5	8.7	13.3	13.4	8.9	13.1
College degree	--	--	--	23.2	6.9	22.4	23.1	6.1	22.2
Some graduate school	--	--	--	2.8	.0	2.6	2.9	.0	2.8
Graduate degree	--	--	--	11.3	3.1	10.9	11.2	2.8	10.7
1972:									
Grammar school or less	--	--	--	6.9	21.9	7.5	6.9	30.6	7.9
Some high school	--	--	--	9.7	31.4	10.5	10.8	27.4	11.5
High school graduate	--	--	--	32.2	24.8	31.9	32.6	23.0	32.2
Some college	--	--	--	16.4	13.8	16.3	15.5	12.0	15.4
College degree	--	--	--	21.2	8.1	20.7	20.8	7.0	20.3
Some graduate school	--	--	--	3.3	.0	3.2	3.1	.0	3.0
Graduate degree	--	--	--	10.4	.0	10.0	10.3	.0	9.9
1966:									
Grammar school or less	13.9	--	20.8	8.9	25.6	10.7	9.1	27.5	11.1
Some high school	24.6	--	25.2	13.6	32.1	15.6	14.0	31.9	15.9
High school graduate	36.2	--	32.3	31.4	24.8	30.7	31.5	23.9	30.7
Some college	8.2	--	7.1	21.9	10.5	20.7	21.3	9.9	20.1
College degree	13.9	--	12.0	17.4	4.3	16.0	17.2	4.1	15.8
Postgraduate degree	3.1	--	2.7	6.9	2.7	6.5	6.8	2.6	6.3

portion of aspiring therapists with college-educated fathers was slightly smaller.

Similar patterns were found with respect to mother's education: The proportion reporting that their mothers had a baccalaureate or better was larger among aspiring dietitians and aspiring therapists (23-24 percent) than among all freshmen (20.2 percent), or aspiring nurses and aspiring health technicians (14.8 percent each (Table III-9).

Table III-9

Mother's Education, by Race and Sex--1974, 1972, and 1966 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	--	--	--	2.4	12.5	2.9	2.4	10.7	2.9
Some high school	--	--	--	6.8	29.1	7.9	6.8	25.9	7.9
High school graduate	--	--	--	38.8	24.2	38.1	39.1	34.4	38.8
Postsecondary school other than high school	--	--	--	9.9	4.7	9.7	9.9	4.0	9.5
Some college	--	--	--	17.5	11.9	17.2	17.3	10.1	16.9
College degree	--	--	--	18.5	13.1	18.2	18.5	11.1	18.1
Some graduate school	--	--	--	2.4	.9	2.3	2.4	.8	2.3
Graduate degree	--	--	--	3.6	3.6	3.6	3.6	3.1	3.6
1972:									
Grammar school or less	--	--	--	4.0	10.6	4.2	4.6	15.7	5.0
Some high school	--	--	--	6.7	38.0	8.0	7.1	35.7	8.3
High school graduate	--	--	--	45.1	39.6	44.9	45.6	36.8	45.2
Some college	--	--	--	19.2	10.7	18.9	18.7	10.7	18.3
College degree	--	--	--	17.5	.0	16.8	16.8	.0	16.1
Some graduate school	--	--	--	2.6	1.2	2.6	2.5	1.0	2.4
Graduate degree	--	--	--	4.9	.0	4.7	4.8	.0	4.6
1966:									
Grammar school or less	7.9	--	6.7	5.9	14.3	6.8	6.0	13.5	6.8
Some high school	3.3	--	11.8	11.5	41.8	14.6	11.2	42.6	14.5
High school graduate	66.3	--	62.7	40.2	15.8	37.7	41.2	17.5	38.7
Some college	18.1	--	15.2	22.7	21.2	22.6	22.6	20.0	22.3
College degree	4.4	--	3.7	16.8	6.8	15.8	16.4	6.4	15.3
Postgraduate degree	.0	--	.0	2.9	.0	2.6	2.8	.0	2.5

The racial/ethnic difference was somewhat smaller with respect to mother's education, chiefly because the mothers of the black women tended to be better-educated than their fathers; this is a common finding, reported elsewhere in this volume as well as in Volume I of this project (Holmstrom, Knepper, and Kent, 1976). Thus, in 1974, 24.5 percent of the nonblack women and 17.6 percent of the black women said that their mothers had at least a college education. Finally, while the proportion of nonblack women reporting that their mothers had a baccalaureate or better rose only slightly (from 19.7 percent in 1966 to 24.5 percent in 1974), the proportion of black women so reporting increased almost threefold over the eight-year period.

About one-fifth of the nonblack women planning to become dietitians had fathers in the professions, though only 2.1 percent said their fathers worked in a health-related field (Table III-10). Another 29.1 percent said their fathers were businessmen. In contrast, fewer than one in ten of the black women had fathers in the professions, and only 2.2 percent indicated that their fathers were businessmen; the great majority (84 percent) said their fathers were employed as skilled or unskilled laborers or in other nonprofessional occupations, compared with only 35.8 percent of the nonblack women. One particularly interesting point is that 12.3 percent of the nonblack women, but only 4.8 percent of the black women and 5.5 percent of female freshmen-in-general, said that their fathers were farmers or foresters.

Racial/ethnic differences with respect to mother's occupa-

Table III-10

Father's Occupation, by Race and Sex--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Physician	--	--	--	.8	.0	.7	.8	.0	.8
Dentist	--	--	--	.5	.0	.5	.5	.0	.5
Pharmacist	--	--	--	.3	.0	.3	.3	.0	.3
Optometrist	--	--	--	.1	.0	.1	.1	.0	.1
Veterinarian	--	--	--	.2	.0	.2	.2	.0	.2
Nurse	--	--	--	.2	1.0	.3	.2	.9	.2
Home economist/dietitian	--	--	--	.0	.0	.0	.0	.0	.0
Health technician or technologist	--	--	--	.0	.0	.0	.0	.0	.0
Therapist	--	--	--	.0	.0	.0	.0	.0	.0
Artist	--	--	--	.1	.0	.1	.1	.0	.1
Business manager	--	--	--	29.1	2.2	27.8	28.9	1.9	27.5
Clergy	--	--	--	1.1	.9	1.1	1.1	.7	1.1
Educator (college)	--	--	--	.9	.9	.9	.9	.8	.9
Educator (secondary)	--	--	--	2.1	.6	2.0	2.2	.5	2.1
Educator (elementary)	--	--	--	.5	.0	.5	.5	.0	.5
Education (special)	--	--	--	.7	.0	.7	.7	.0	.7
Engineer	--	--	--	8.5	.5	8.1	8.6	.5	8.2
Farmer/forester	--	--	--	12.3	4.8	12.0	12.2	4.1	11.8
Lawyer	--	--	--	1.8	.0	1.7	1.8	.0	1.7
Research scientist	--	--	--	.8	.0	.8	.8	.0	.8
Skilled worker	--	--	--	18.6	34.7	19.3	18.4	31.5	19.1
Unskilled worker	--	--	--	5.1	31.6	6.3	5.1	38.0	6.8
Other professional[a]	--	--	--	2.6	4.4	2.7	2.6	5.1	2.8
Other nonprofessional[b]	--	--	--	12.1	17.7	12.4	12.5	15.3	12.6
Unemployed	--	--	--	1.5	.9	1.5	1.5	.8	1.5

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b]Includes homemaker.

tion were less marked than was the case with father's education. Approximately equal proportions of nonblack and black women (about 17 percent) said that their mothers were employed in the professions: The most common field for the mothers of nonblack women was nursing, followed by elementary education, whereas the reverse was true for the mothers of black women (Table III-11). The majority of both groups (69.1 percent of the nonblack women, 53.6 per-

cent of the black women) said that their mothers worked in "other nonprofessional occupations," a category that includes homemaker.

Table III-11

Mother's Occupation, by Race and Sex--1974 Aspiring Home Economist, Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Physician	--	--	--	.0	.0	.0	.0	0	.0
Dentist	--	--	--	.1	.0	.0	1	.0	.0
Pharmacist	--	--	--	.0	.0	.0	.0	.0	.0
Optometrist	--	--	--	.1	.0	.1	.1	.0	.1
Veterinarian	-	--	--	.0	0	.0	.0	.0	.0
Nurse	--	--	--	4.6	3.0	4.5	4.7	2.5	4.5
Home economist/dietitian	--	--	--	1.0	.0	1.0	1.0	.0	1.0
Health technician or technologist	--	--	--	.4	.0	.4	.4	.0	.4
Therapist	--	--	--	.1	.0	.1	.1	.0	.1
Artist	--	--	--	.3	.0	.3	.3	.0	.3
Business manager	--	--	--	5.9	3.2	5.7	5.8	2.7	5.7
Clergy	--	--	--	.3	.0	.3	.3	.0	.3
Educator (college)	--	--	--	.3	.0	.3	.3	.0	.3
Educator (secondary)	--	--	--	2.9	2.7	2.9	2.9	2.3	2.9
Educator (elementary)	--	--	--	4.3	7.8	4.5	4.3	6.6	4.4
Education (special)	--	--	--	2.5	1.6	2.5	2.5	1.4	2.4
Engineer	--	--	--	.0	.0	.0	.0	.0	.0
Farmer/forester	--	--	--	.0	.0	.0	.0	.0	.0
Lawyer	--	--	--	.0	.0	.0	.0	.0	.0
Research scientist	--	--	--	.0	.0	.0	.0	.0	.0
Skilled worker	--	--	--	.3	1.7	.3	.3	1.4	.3
Unskilled worker	--	--	--	2.0	9.4	2.4	2.0	11.6	2.6
Other professional[a]	--	--	--	1.5	1.1	1.5	1.5	.9	1.5
Other nonprofessional[b]	--	--	--	69.1	53.6	68.3	69.2	57.1	68.5
Unemployed	--	--	--	4.3	16.1	4.9	4.2	13.6	4.8

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b]Includes homemaker.

In summary, the typical aspiring dietitian in 1974 was an 18-year-old unmarried white woman who had entered college directly after high school graduation. In socioeconomic background, aspiring dietitians resembled aspiring therapists: They not only came from somewhat more affluent backgrounds than did aspiring nurses and aspiring health technicians but also were more likely to report

that both their parents had a college degree and hence were more frequently employed in high-level occupations.

Blacks constituted only 5.9 percent, and men only 2 percent of the total group of aspiring dietitians in 1974: These figures represent both an absolute and a proportionate decline from 1966. Thus, this career choice has become steadily "whiter" and more feminine in a period when minority participation in higher education has been increasing and sex stereotypes regarding occupations have been breaking down.

College Finances

Only 9.8 percent of the nonblack women aspiring to careers as dietitians claimed financial independence from their parents, a proportion well below the 15.9 percent of female freshmen-in-general (Table III-12). Over one-fourth of the black women, however, claimed financial independence. These figures are comparatively low in view of recent court decisions ruling that parents are not required to contribute financially to the college education of children who have reached the age of majority (18 in most states).

Table III-12

Financial Independence from Parents, by Race and Sex--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Financial independence THIS year:									
No	--	--	--	90.2	72.8	89.3	90.0	74.5	89.1
Yes	--	--	--	9.8	27.2	10.7	10.0	25.5	10.9
Financial independence LAST year:									
No	--	--	--	91.8	77.1	91.0	91.5	78.2	90.8
Yes	--	--	--	8.2	23.0	9.0	8.5	21.8	9.2

Over four in five of the nonblack women expected financial support from their parents; the median expectation was for $1,121 (Table III-13). Black women were not so lucky: Only 58.6 percent

Table III-13

Anticipated Sources and Amounts of Financial Support for First Year of College, by Race and Sex--1974 Aspiring Home Economist/Dietitians

		Men			Women			Total		
		NonbTacks	BTacks	TotaT	NonbTacks	BTacks	TotaT	NonbTacks	BTacks	Total
Parental, or family aid or gifts	%	--	--	--	82.2	58.6	81.0	82.1	53.5	80.4
	(Medn.)	--	--	--	$1,121	$460	$1,071	$1,119	$492	$1,063
Basic Educational Opportunity Grants	%	--	--	--	14.7	47.2	16.4	14.6	50.3	16.7
	(Medn.)	--	--	--	$394	$551	$411	$396	$612	$424
Supplemental Educational Opportunity Grants	%	--	--	--	3.6	12.4	4.0	3.5	11.8	4.0
	(Medn.)	--	--	--	$353	$540	$373	$352	$497	$370
College Work Study grant	%	--	--	--	7.6	18.6	8.2	7.5	25.9	8.6
	(Medn.)	--	--	--	$418	$519	$427	$418	$390	$413
State scholarship or grant	%	--	--	--	13.2	13.4	13.2	13.1	11.5	13.0
	(Medn.)	--	--	--	$357	$463	$362	$360	$463	$364
Local or private scholarship or grant	%	--	--	--	20.0	17.6	19.8	19.9	14.9	19.6
	(Medn.)	--	--	--	$345	$371	$346	$344	$368	$344
Federal Guaranteed Student Loan	%	--	--	--	6.6	9.8	6.8	6.6	8.3	6.7
	(Medn.)	--	--	--	$911	$595	$885	$910	$595	$883
National Direct Student Loan	%	--	--	--	6.2	16.0	6.7	6.1	13.7	6.6
	(Medn.)	--	--	--	$566	$499	$561	$573	$499	$569
Other loan	%	--	--	--	4.4	7.2	4.5	4.3	6.2	4.4
	(Medn.)	--	--	--	$911	$360	$882	$911	$360	$860
Full-time work	%	--	--	--	5.0	9.9	5.2	5.0	8.5	5.2
	(Medn.)	--	--	--	$492	$806	$522	$507	$806	$538
Part-time or summer work	%	--	--	--	57.3	33.7	56.3	57.1	33.1	55.7
	(Medn.)	--	--	--	$344	$339	$343	$343	$389	$345
Savings	%	--	--	--	50.0	18.8	48.5	49.6	16.0	47.6
	(Medn.)	--	--	--	$379	$251	$375	$378	$251	$374
Spouse	%	--	--	--	1.1	2.8	1.1	1.0	2.4	1.1
	(Medn.)	--	--	--	$581	$839	$642	$581	$839	$642
Your G.I. benefits	%	--	--	--	.2	.7	.3	.3	1.8	.4
	(Medn.)	--	--	--	$250	$250	$250	$365	>$4,000	$416
Your parent's G.I. benefits	%	--	--	--	1.4	3.6	1.5	1.4	3.0	1.5
	(Medn.)	--	--	--	$323	$684	$355	$323	$684	$355
Social security dependent's benefits	%	--	--	--	5.7	5.5	5.7	5.7	8.2	5.8
	(Medn.)	--	--	--	$432	$330	$427	$432	$583	$441
Other	%	--	--	--	2.0	3.8	2.1	2.2	3.2	2.2
	(Medn.)	--	--	--	$383	$259	$363	$381	$250	$366

of them expected help from their parents, in the median amount of $460. Further, dividing median parental income by median amount of support expected, one finds that the nonblack women would get 7.5 percent but the black women 6.2 percent of their parent's income to pay for the first year of college.

Black women relied more heavily than did nonblack women on federal student aid programs. For instance, nearly half (in contrast to 14.7 percent of the nonblack women) expected to receive Basic Educational Opportunity Grants (BEOG). Black women also tended to borrow from the various loan sources more frequently--though less heavily--than did nonblack women.

Part-time or summer work was a much more important source of college finances to nonblack (57.5 percent) than to black (33.7 percent) women, as was also the case with savings (50 percent versus 18.8 percent). About equal proportions expected help from state and from local or private scholarship programs (about 13 percent and 20 percent, respectively); in both cases, however, the grants to blacks were slightly larger than those to nonblacks.

Even though blacks were more likely to participate in federal student aid programs and to receive larger grants from state and local or private scholarships, they still seemed to have difficulty in compensating for the lack of parental support; they had to rely instead on multiple external sources much more than did nonblacks, a situation that caused them considerable anxiety, as Table III-14 indicates.

Table III-14

Concern Over Financing College Education, by Race and Sex--
1974, 1972, and 1966 Aspiring Home Economist/Dietitians

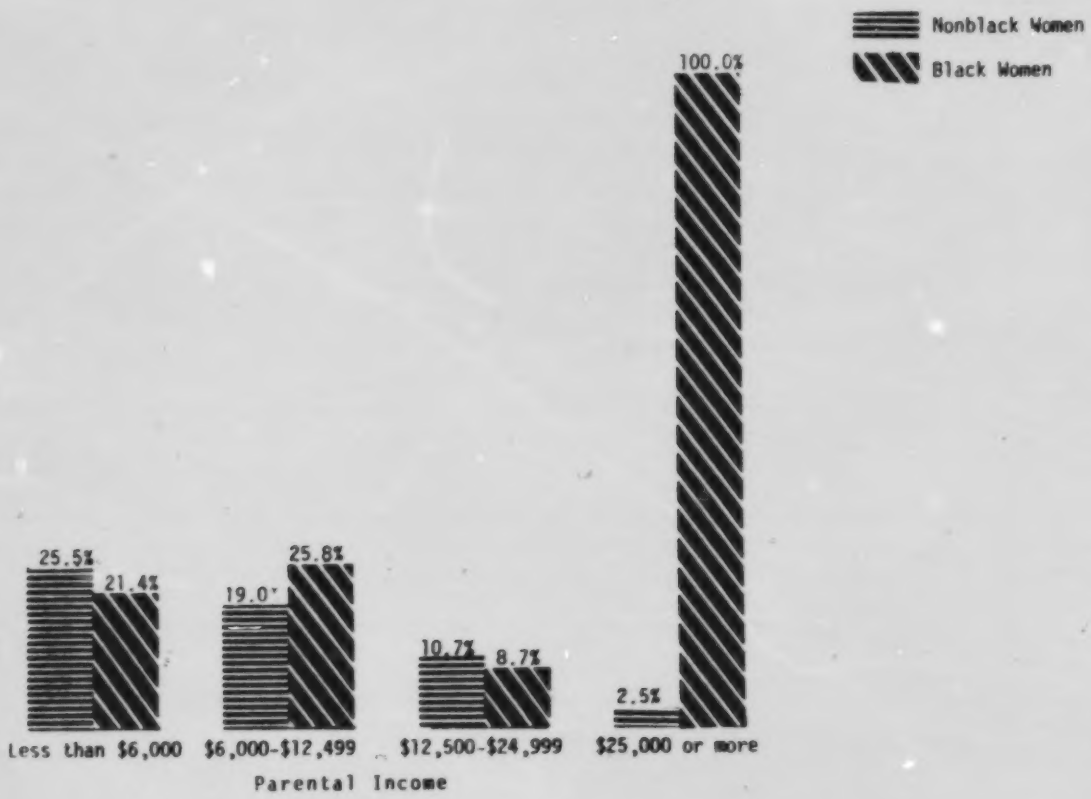
	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
No concern	--	--	--	37.6	24.3	36.9	37.9	26.5	37.2
Some concern	--	--	--	50.3	50.5	50.3	50.1	51.9	50.2
Major concern	--	--	--	12.1	25.2	12.8	12.0	21.6	12.6
1972:									
No concern	--	--	--	29.3	22.7	29.0	29.9	19.9	29.5
Some concern	--	--	--	54.9	38.9	54.2	53.6	43.3	53.2
Major concern	--	--	--	15.9	38.4	16.8	16.5	36.9	17.3
1966:									
No concern	37.7	--	31.1	31.8	14.2	30.0	32.1	13.2	30.0
Some concern	48.4	--	47.7	58.4	62.0	58.8	58.1	60.8	58.4
Major concern	14.0	--	21.2	9.7	23.9	11.2	9.9	26.0	11.6

Although twice as many black women (25.2 percent) as nonblack women (12.1 percent) aspiring to become dietitians reported feeling major concern over their ability to pay for college, this proportion was still lower than the proportion of black women in other NAH professional groups who expressed such concern, a figure which ranged from 30 percent upward. As was the case with other career groups, major concern over the ability to finance a college education was inversely related to parental income for nonblacks, whereas blacks in each income category still expressed some concern (Figure III-2). In fact, those blacks from families at the highest income level ($25,000 or more) were more likely to be worried over financing their college education than were blacks at lower levels, probably because such students do not qualify for federal student aid and so must try to meet the total cost of education by themselves. The proportion of all aspiring dietitians

expressing major concern over finances peaked in 1972, then dropped slightly in 1974.

FIGURE III-2

Proportion Reporting Major Concern Over Financing College Education, by Race and Sex, and by Parental Income--1974 Aspiring Home Economist/Dietitians



Self-Ratings

Asked to rate themselves on a variety of traits as "compared with the average student of your own age," aspiring dietitians were modest in their self-appraisals (Table III-15). As was the case with all freshmen and with most other NAH career groups, over half rated themselves above average on understanding of others,

drive to achieve, cheerfulness, and academic ability. On most traits, the propcrtions of aspiring dietitians regarding themselves as superior were similar to the proportions of female freshmen-in-general (see national norms for women in Astin et al., 1974). However, aspiring dietitians were less likely to see themselves as intellectually self-confident (28 percent versus 34.8 percent of all female freshmen), able to write well (22.4 percent versus 32.3 percent), artistically gifted (15.7 percent versus 21.2 percent), stubborn (32.1 percent versus 38.1 percent), and politically liberal (11.7 percent versus 17.6 percent). On no trait were they more likely than were female freshmen-in-general to see themselves as superior. Moreover, their self-ratings were generally less favorable than those of other groups of aspiring NAH professionals.

The two subgroups of women on whom data are given differed somewhat in their self-image. Nonblack women were more inclined than black women to rate themselves high on academic ability, mathematical ability, artistic ability, leadership, and stubbornness. Black women, though rating themselves lower on specific intellectual skills, nonetheless were somewhat more inclined to see themselves as intellectually self-confident. In addition, they more frequently saw themselves as understanding, physically attractive, and defensive.

Table III-15

Self-Ratings[a] by Race and Sex--1974 Aspiring Home Economist/Dietitians and all Freshmen

Trait	Men			Women			Total			National Norms
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	
Academic ability	--	--	--	52.3	22.0	50.7	52.4	28.7	51.0	53.0
Athletic ability	--	--	--	21.5	23.2	21.7	21.7	32.1	22.4	38.5
Artistic ability	--	--	--	16.1	5.9	15.7	16.1	9.4	15.7	19.5
Cheerfulness	--	--	--	55.1	56.2	55.1	55.4	58.0	55.6	52.2
Defensiveness	--	--	--	24.5	36.8	25.1	24.3	36.2	25.0	27.1
Drive to achieve	--	--	--	57.0	53.6	56.8	57.0	55.9	57.0	59.9
Leadership ability	--	--	--	35.7	27.5	35.2	35.7	33.6	35.6	41.3
Mathematical ability		--	--	25.0	9.6	24.2	24.8	17.0	24.3	33.4
Mechanical ability		--	--	8.9	3.7	8.5	8.8	12.0	9.0	23.8
Originality	--	--	--	33.1	36.6	33.2	33.1	39.7	33.4	37.4
Physical attractiveness	--	--	--	23.1	33.9	23.6	23.0	34.6	23.8	26.1
Political conservatism	--	--	--	8.0	3.6	7.8	7.9	4.3	7.8	10.5
Political liberalism	--	--	--	12.1	5.7	11.7	12.0	6.0	11.7	20.1
Popularity		--	--	25.3	27.4	25.4	25.1	29.0	25.4	30.2
Popularity with opposite sex		--	--	22.3	19.1	22.1	22.5	29.9	22.9	29.4
Public speaking ability		--	--	15.3	10.1	15.0	15.2	8.6	14.8	20.7
Intellectual self-confidence	--	--	--	27.6	33.7	28.0	27.6	34.4	28.0	40.7
Social self-confidence	--	--	--	26.3	24.9	26.3	26.1	30.4	26.5	33.9
Sensitivity to criticism	--	--	--	25.6	20.3	25.3	25.6	17.3	25.1	25.1
Stubbornness	--	--	--	33.1	18.0	32.4	33.0	17.1	32.1	26.9
Understanding of others	--	--	--	65.7	76.5	66.2	65.7	75.5	66.2	65.9
Writing ability	--	--	--	22.3	20.6	22.2	22.1	26.7	22.4	30.5

[a]Self-ratings of "above average" or "highest 10 percent" in comparison with "the average student of your own age."

Life Goals

The four life goals considered essential or very important by at least half of the aspiring dietitians and of female freshmen-in-general (Astin et al., 1974) were raising a family (endorsed by 68.1 percent of the aspiring dietitians and by 56.9 percent of all female freshmen), helping others in difficulty (65.7 percent versus 70.4 percent), developing a meaningful philosophy of life (61 percent versus 65.1 percent), and becoming an authority in one's field (59 percent versus 57.7 percent) (Table III-16). In addition, aspiring dietitians were more likely than was the average female freshman to emphasize succeeding in a business of their

own (32.5 percent versus 27.5 percent), creating artistic work such as painting, sculpture, and decorating (23.6 percent versus 17.4 percent), and having administrative responsibility over others (25.8 percent versus 21.7 percent). On all other life goals, aspiring dietitians were either similar to or below the national norm.

Table III-16

Life Goals,[a] by Race and Sex--1974 Aspiring Home Economist/Dietitians and All Freshmen

	Men			Women			Total			National Norms
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	--	--	--	7.3	12.6	7.6	7.2	10.7	7.4	11.4
Becoming an authority in my field	--	--	--	58.4	70.1	59.0	58.6	65.6	59.0	62.2
Obtaining recognition from my colleagues for contributions to my special field	--	--	--	34.7	46.6	35.3	34.8	40.8	35.1	39.0
Influencing the political structure	--	--	--	4.5	14.1	5.0	4.5	13.2	5.0	12.5
Influencing social values	--	--	--	27.3	36.1	27.7	27.4	30.3	27.6	27.2
Raising a family	--	--	--	68.9	61.2	68.6	68.8	56.6	68.1	55.0
Having administrative responsibility for the work of others	--	--	--	25.5	33.1	25.9	25.4	34.1	25.8	25.6
Being very well-off financially	--	--	--	36.9	54.1	37.7	36.8	59.8	38.1	45.8
Helping others who are in difficulty	--	--	--	65.4	65.8	65.4	65.3	71.1	65.7	61.3
Making a theoretical contribution to science	--	--	--	5.8	16.5	6.4	6.0	14.0	6.4	11.0
Writing original works (poems, novels, short stories, etc.)	--	--	--	6.7	5.8	6.6	6.6	4.8	6.5	11.9
Creating artistic work (painting, sculpture, decorating, etc.)	--	--	--	23.4	25.1	23.5	23.8	21.3	23.6	17.4
Being successful in a business of my own	--	--	--	30.9	47.7	31.7	31.3	52.0	32.5	27.5
Becoming involved in programs to clean up the environment	--	--	--	21.7	30.7	22.2	21.9	27.3	22.2	25.5
Developing a meaningful philosophy of life	--	--	--	60.6	60.8	60.6	60.7	66.8	61.0	62.1
Participating in a community action program	--	--	--	33.0	38.8	33.3	32.8	45.8	33.6	27.5
Keeping up to date with political affairs	--	--	--	29.6	33.2	29.7	29.3	39.8	29.9	36.4

[a]Life goals rated as "very important" or "essential."

In short, as a group, aspiring dietitians seemed traditionally "feminine" in outlook, showing no more than the usual amount of interest in status and achievement or in political/social activism. Indeed, since their top-ranked goal was raising a family, they seemed to be more conventionally feminine than either the average female student or other women aspiring to NAH professions.

The exception to these generalizations is the group of black women aspiring to become dietitians (who constituted only 5 percent of the total group). They were much more likely than were their nonblack counterparts to manifest interest in professional achievement (becoming an authority, obtaining recognition, making a theoretical contribution to science), in status and success (being very well-off financially, succeeding in their own business, having administrative responsibility), and in political and social effectiveness (influencing the political structure, influencing social values, becoming involved in programs to clean up the environment). Some of these racial/ethnic differences may reflect simply the more expressive response style of blacks; nonetheless, black women choosing this particular health field seemed to be more dynamic and more career-oriented than many men. Finally, the black women were somewhat less inclined than were the nonblack women to value raising a family (61.2 percent versus 68.9 percent), suggesting that they were not quite so firmly entrenched in traditional feminine values.

Identity Groups

When asked to indicate the degree to which they identified with various groups, aspiring dietitians responded in much the same way as did freshmen-in-general, indicating a strong identification with "people of my own generation" (ranked first) followed by "people who live in my community" (ranked second by aspiring dietitians and third by freshmen-in-general), "people of my own race or ethnic group" (ranked third and second, respectively), "people of my own sex" (ranked fourth), and "people of my own religion" (ranked fifth) (Table III-17). Typically, black women aspiring to become dietitians felt a stronger identification with people of their own race than with people of their own generation.

Table III-17

Identity Groups, by Race and Sex--1974 Aspiring Home Economists/Dietetics Majors and All Freshmen

	Men			Women			Total			National Norms
	Coordinated	Dietetics	Total	Coordinated	Dietetics	Total	Coordinated	Dietetics	Total	
People who live in my community										
Strongest of all	--	--	--	15.9	18.7	16.0	15.7	20.7	16.8	13.6
Strongly	--	--	--	32.5	17.6	31.7	32.7	15.0	31.7	30.6
Moderately	--	--	--	42.3	42.3	42.3	42.3	36.0	41.5	44.0
Little or none	--	--	--	9.3	21.5	9.9	9.2	28.3	10.4	11.8
People of my own religion										
Strongest of all	--	--	--	7.2	4.6	7.1	7.1	3.9	6.9	6.7
Strongly	--	--	--	18.1	26.8	19.0	18.4	32.6	19.3	18.1
Moderately	--	--	--	45.4	41.8	45.2	45.8	47.3	45.2	42.7
Little or none	--	--	--	29.3	17.6	28.7	29.4	16.2	28.6	34.6
People of my own sex										
Strongest of all	--	--	--	5.9	8.9	6.7	5.8	7.6	6.0	3.8
Strongly	--	--	--	46.9	37.4	46.7	46.9	36.3	46.6	32.8
Moderately	--	--	--	38.1	46.1	40.9	38.2	48.6	38.1	46.1
Little or none	--	--	--	3.9	8.6	3.7	3.4	8.4	3.7	7.5
People of my own race or ethnic group										
Strongest of all	--	--	--	7.3	27.8	8.4	7.4	37.2	9.2	8.2
Strongly	--	--	--	37.8	51.9	37.8	38.8	44.4	37.3	34.4
Moderately	--	--	--	46.8	13.9	46.9	46.3	11.8	46.3	45.5
Little or none	--	--	--	9.1	6.4	9.8	9.4	6.6	9.3	11.9
People of my own generation										
Strongest of all	--	--	--	32.1	21.7	31.6	31.8	18.6	31.0	29.1
Strongly	--	--	--	46.2	53.5	45.6	46.5	58.2	46.1	42.6
Moderately	--	--	--	21.8	20.9	21.8	21.2	17.0	21.0	25.1
Little or none	--	--	--	1.7	3.9	1.8	1.7	6.4	1.8	3.1

They were also much more likely than were nonblack women to identify closely with people of their own religion and less likely to identify closely with people in their community.

College Choice

The factor that 1974 aspiring dietitians most commonly regarded as very important in their choice of a college was its academic reputation (cited by 60.3 percent), followed by special program offerings (39.5 percent); the proportions were about the same in 1972 for both factors (Table III-18). Though low tuition was cited as very important by only one-fourth of the 1974 aspiring dietitians, this still represents an increase over the 1972 rate of one-fifth. The offer of financial assistance was very important to only one in seven aspiring dietitians in either year; however, black women were almost three times as likely as nonblack women to regard financial assistance as important though the proportion citing it declined from 52.7 percent in 1972 to 33.6 percent in 1974. In addition, black women were somewhat more likely than were nonblack women to be concerned with the institution's special program offerings (50.9 percent and 39.1 percent, respectively).

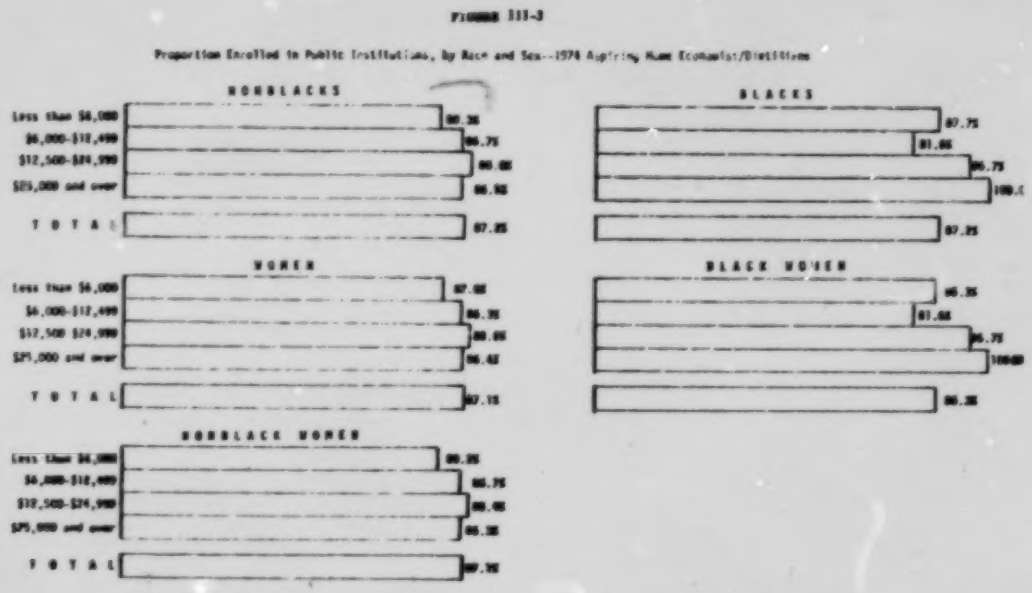
The decline in the importance attached to financial assistance probably reflects recent increases in student aid and the change in enrollment patterns of aspiring dietitians. In 1974, 87.6 percent of all aspiring dietitians began their college careers in public institutions; in 1966, 78.5 percent did. In 1974, aspiring dietitians were more likely than all freshmen and other groups of aspiring NAH professionals to attend public institutions.

Table III-18

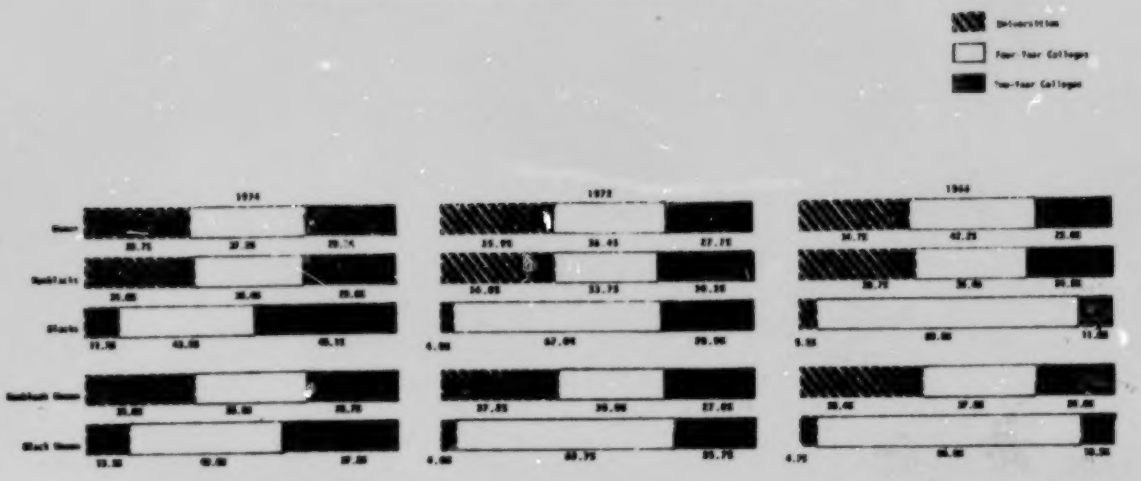
Reasons for College Choice, by Race and Sex--1974 and 1972 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974									
Low tuition:									
Very important	--	--	--	26.0	30.6	26.2	26.1	25.8	26.0
Somewhat important	--	--	--	43.9	36.2	43.5	44.0	34.2	43.5
Not important	--	--	--	30.1	33.3	30.2	29.9	40.0	30.5
Special programs offered:									
Very important	--	--	--	39.1	50.9	39.7	39.0	46.8	39.5
Somewhat important	--	--	--	36.1	37.3	36.2	36.0	43.1	36.4
Not important	--	--	--	24.8	11.9	24.1	25.0	10.1	24.1
Offered financial assistance:									
Very important	--	--	--	12.9	33.6	13.9	12.9	39.4	14.4
Somewhat important	--	--	--	17.1	29.7	17.7	17.3	24.8	17.7
Not important	--	--	--	70.0	36.8	68.4	69.9	35.9	67.9
Very good academic reputation:									
Very important	--	--	--	60.8	62.9	60.9	60.7	54.4	60.3
Somewhat important	--	--	--	34.0	27.5	33.6	34.2	37.5	34.4
Not important	--	--	--	5.2	9.5	5.5	5.2	8.1	5.4
1972									
Low tuition:									
Very important	--	--	--	19.2	32.4	19.8	19.2	35.1	19.9
Somewhat important	--	--	--	34.8	35.3	34.8	34.6	36.4	34.6
Not important	--	--	--	46.0	32.3	45.5	46.2	28.5	45.4
Special programs offered:									
Very important	--	--	--	35.7	24.7	35.3	36.8	23.1	36.2
Somewhat important	--	--	--	27.5	39.2	28.0	27.1	35.9	27.5
Not important	--	--	--	36.8	36.2	36.7	36.1	41.0	36.3
Offered financial assistance:									
Very important	--	--	--	13.8	52.7	15.4	14.0	46.5	15.4
Somewhat important	--	--	--	12.4	8.9	12.3	13.0	9.3	12.8
Not important	--	--	--	73.8	38.4	72.4	73.1	44.2	71.8
Very good academic reputation:									
Very important	--	--	--	60.6	47.1	60.1	59.2	44.3	58.5
Somewhat important	--	--	--	31.9	45.4	32.4	33.2	39.9	33.5
Not important	--	--	--	7.5	7.5	7.5	7.7	15.8	8.0

Race/ethnicity and parental income level bore little relation to public-private enrollment; somewhat surprisingly, those from the lowest income level (under $6,000) were less likely than were the more affluent to enroll in public institutions (Figure III-3).



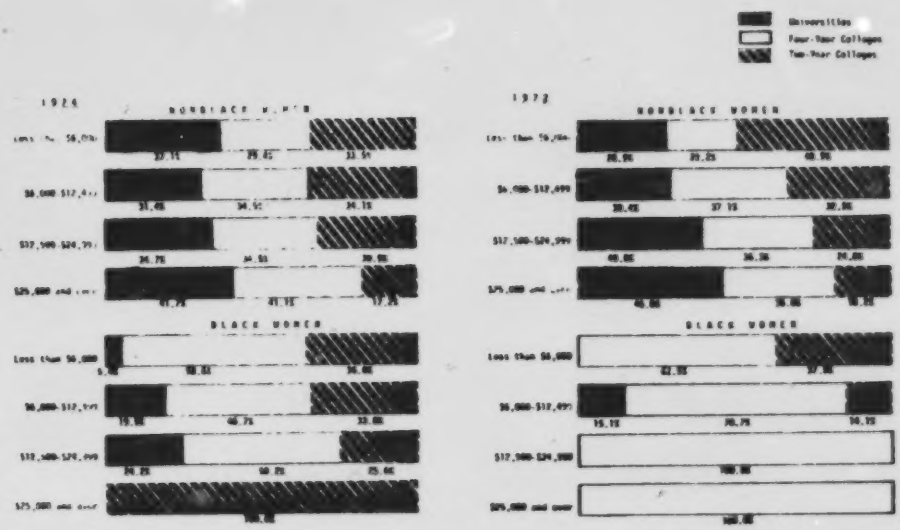
In 1974, aspiring dietitians were about equally distributed among types of institutions: 33.2 percent enrolled in universities (compared with 24 percent of all freshmen), 36.8 percent in four-year colleges (versus 35 percent), and 30 percent in two-year colleges (versus 41 percent) (Figure III-4). Overall, the pattern of attendance had shifted since 1966, with two-year colleges enrolling a larger proportion of aspiring dietitians, four-year colleges a smaller proportion, and universities about the same proportion.



Institutional attendance patterns varied by race/ethnicity. Black women planning to become dietitians were less likely than were nonblack women to enroll in universities, though the rate more than doubled between 1966 and 1974 (from 4.7 percent to 13.3 percent). In both years, they were most likely to enroll in four-year institutions (a category that includes the majority of predominantly black institutions), though the proportion dropped from 85 percent in 1966 to 49.6 percent in 1974. Both black and nonblack women became more likely to enroll in two-year colleges, though the shift was much more dramatic in the case of the black women: Only 10.3 percent attended two-year colleges in 1966, whereas 37.2 percent did so in 1974. The comparable figures for nonblack women were 24.6 percent in 1966 and 28.7 percent in 1974.

Institutional attendance patterns seemed to be strongly

related to parental income level among aspiring dietitians, with those from the lower income levels more often enrolling in two-year colleges and less often in universities; the reverse was true for those from higher income levels (Figure III-5)



About nine in ten aspiring dietitians at four-year colleges and universities, and three in four of those at two-year colleges, planned to major in their specialty field, home economics/dietetics (Table III-19). Small proportions at each institutional type indicated majors in biological sciences, health technology, or "other" health fields. Of the two-year college entrants, black women were particularly likely to say that they would probably

major in a nonhealth field (35.3 percent versus 14.1 percent of the nonblack women), an intention that casts doubt about their freshman career choice.

Table III-19

Probable Study Field Major, by Race and Sex and by Institutional Type--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University:									
Biological sciences	--	--	--	.8	.0	.8	.8	.0	.8
Health technology	--	--	--	.7	.0	.7	.9	.0	.9
Nursing	--	--	--	.0	.0	.0	.0	.0	.0
Pharmacy	--	--	--	--	--	--	--	--	--
Therapy	--	--	--	.0	.0	.0	.0	.0	.0
Home economics	--	--	--	88.2	78.1	88.0	88.1	78.1	87.9
Other health fields	--	--	--	2.9	.0	2.8	2.9	.0	2.8
Total health fields	--	--	--	92.6	78.1	92.3	92.6	78.1	92.3
Total nonhealth fields	--	--	--	7.4	21.9	7.7	7.4	21.9	7.7
Four-Year College:									
Biological sciences	--	--	--	.9	3.0	1.1	.9	3.0	1.1
Health technology	--	--	--	.6	.0	.5	.6	.0	.5
Nursing	--	--	--	.0	.0	.0	.0	.0	.0
Pharmacy	--	--	--	--	--	--	--	--	--
Therapy	--	--	--	.0	.0	.0	.0	.0	.0
Home economics	--	--	--	90.3	90.4	90.9	90.3	90.4	90.3
Other health fields	--	--	--	1.1	.0	1.1	1.3	.0	1.2
Total health fields	--	--	--	92.9	93.4	93.1	93.1	93.4	93.1
Total nonhealth fields	--	--	--	7.1	6.6	6.9	6.9	6.6	6.9
Two-Year College:									
Biological sciences	--	--	--	.9	.0	.9	.9	.0	.8
Health technology	--	--	--	3.0	.0	2.8	2.9	.0	2.7
Nursing	--	--	--	.2	.0	.1	.1	.0	.1
Pharmacy	--	--	--	--	--	--	--	--	--
Therapy	--	--	--	.7	.0	.6	.7	.0	.6
Home economics	--	--	--	77.0	64.7	76.4	75.8	50.2	73.9
Other health fields	--	--	--	4.3	.0	4.1	4.2	.0	3.9
Total health fields	--	--	--	86.0	64.7	84.9	84.6	50.2	82.0
Total nonhealth fields	--	--	--	14.0	35.3	15.1	15.4	49.8	18.0

Most 1974 aspiring dietitians indicated that the baccalaureate was the highest degree they planned to attain (Table III-20): About two-thirds of the nonblack women in four-year colleges and universities, and about two-fifths of those in two-year colleges,

indicated this degree goal. Another three in ten intended to get a higher degree, usually a master's. Fewer than 5 percent of the nonblack women in four-year colleges and universities, but almost 30 percent of those in two-year colleges, indicated that they aimed at an associate or other degree.

Table III-20

Degree Plans, by Race and Sex, and by Type of Institution--1974 Aspiring Home Economist/Dietitians

1974 Degree Plans	Men			Women			Total		
	NonbTacks	Blacks	TotaT	NonbTacks	Blacks	TotaT	NonbTacks	Blacks	TotaT
Universities									
Bachelor's	--	--	--	68.1	41.2	67.5	67.9	41.2	67.3
Master's	--	--	--	24.0	46.3	24.5	23.9	46.3	24.4
Ph.D. or Ed.D.	--	--	--	3.0	12.6	3.2	3.1	12.6	3.3
Medical degree	--	--	--	.2	.0	.2	.2	.0	.2
Other	--	--	--	4.8	.0	4.7	4.9	.0	4.8
Four-Year Colleges									
Bachelor's	--	--	--	64.8	36.1	62.7	64.2	34.9	62.0
Master's	--	--	--	27.9	52.8	29.7	27.7	51.2	29.4
Ph.D. or Ed.D.	--	--	--	2.8	3.9	2.9	3.3	6.9	3.6
Medical degree	--	--	--	.2	1.7	.3	.2	1.7	.3
Other	--	--	--	4.3	5.5	4.4	4.7	5.3	4.7
Two-Year Colleges									
Bachelor's	--	--	--	41.7	23.1	40.8	41.0	41.8	41.1
Master's	--	--	--	30.4	44.6	31.1	29.9	38.3	30.5
Ph.D. or Ed.D.	--	--	--	.4	.0	.4	.4	.0	.4
Medical degree	--	--	--	.0	.0	.0	.0	.0	.0
Other	--	--	--	27.5	32.3	27.7	28.7	19.9	28.1

The degree aspirations of black women among aspiring dietitians were somewhat higher than those of nonblack women. Only two in five black women in four-year colleges and universities, and fewer than one-fourth of those in two-year colleges, planned on getting just the baccalaureate. Instead, almost half at each type of institution intended to get a master's degree.

Almost 40 percent of all aspiring dietitians entering two-

year and four-year colleges indicated that they were likely to transfer to another college prior to completing the degree; only 31.7 percent of those enrolling in universities indicated such plans (Table III-21). Of the two-year college entrants, only 31.5 percent of the black women (compared with 42.1 percent of the nonblack women) planned to transfer. Since two-thirds of the black women at two-year colleges had also indicated they planned on a bachelor's degree, there are clearly discrepancies and confusion in the educational plans of these women.

Table III-21

Proportion Likely to Transfer to Another College,[a] by Race and Sex and by Institutional Type--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University	--	--	--	30.3	42.9	31.5	31.5	42.9	31.7
Four-year college	--	--	--	38.6	30.0	38.0	39.0	29.1	38.3
Two-year college	--	--	--	42.1	31.5	41.4	41.4	32.4	40.6

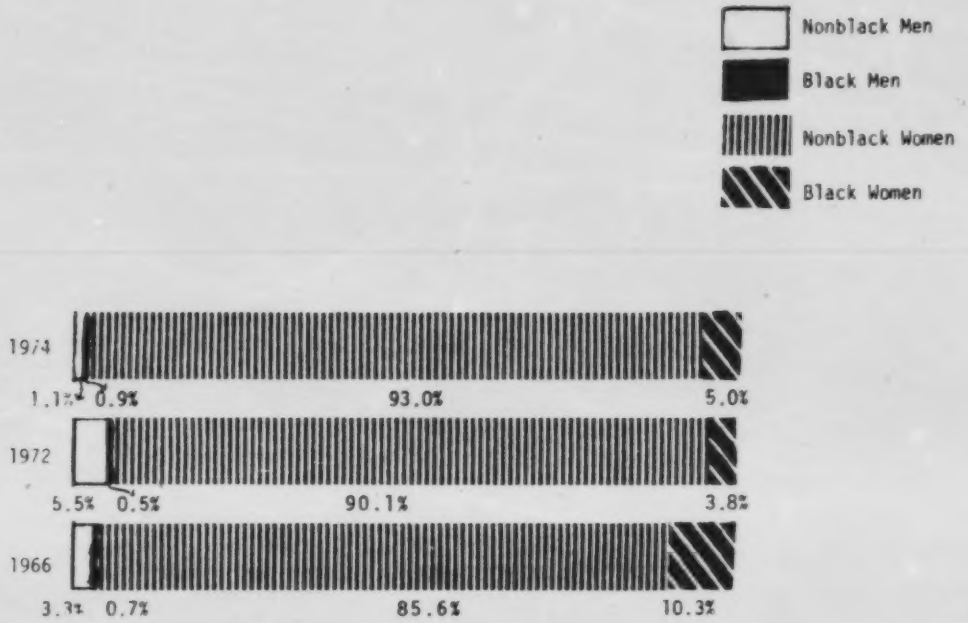
[a]Proportion indicating that there was "some chance" or "a very good chance" that they would transfer to another college before graduating.

Career Choice

The three reasons most commonly cited as very important in their choice of a career by the total group of aspiring dietitians were the same three reasons top-ranked by all female freshmen (Astin et al., 1974): ability to work with people (72.5 percent of the aspiring dietitians, compared with 73.9 percent of female freshmen-in-general), intrinsic interest in the field (72.2 percent versus 72.1 percent), and the chance to be helpful to others

FIGURE III-1

Race and Sex Distribution of 1966, 1972, and 1974 Freshmen Aspiring to Become Home Economist/Dietitians



declined from 11 percent in 1966 to 5.9 percent in 1974, a decrease of 22.2 percent in the number of black aspiring dietitians. Thus, the overall increase in the number of students naming this career option was largely attributable to the continued and growing interest of nonblack women: The number of nonblack female aspiring dietitians increased by 58 percent over the eight-year period studied here, whereas the number of female freshmen grew by about 50 percent.

Not only was the field attracting fewer blacks but also it was losing some of its appeal for other racial/ethnic minorities. In 1966, 599 or 7.3 percent of the aspiring dietitians classified

as nonblack reported that they belonged to a racial/ethnic minority; in 1974, there were only 223 such students, a decline of 62.8 percent in absolute numbers (Table III-2).[2/]

Table III-2

Number and Distribution of Nonblack Minority Group Members Aspiring to Become Home Economist/Dietitians--1974, 1972, and 1966 Freshman Classes

	1974		1972		1966	
	N	%	N	%	N	%
American Indian	56	25.1	77	26.0	77	12.9
Oriental	58	26.0	92	31.1	183	30.6
Mexican-American	45	20.2	62	20.9	--	--
Puerto Rican	3	1.3	6	2.0	--	--
Other	61	27.4	59	19.9	339	56.6
TOTAL	223	100.0	296	100.0	599	100.0

Age and Marital/Dating Status

Four in five aspiring dietitians were 18 years old at college entry (Table III-3). They were less likely than others to be over the modal age: Only 15.1 percent were 19 or older, as compared with 21.5 percent of all freshmen, 24.1 percent of aspiring nurses, 18.6 percent of aspiring health technicians, and 17 percent of aspiring therapists. Not surprisingly, nearly all of the aspiring

[2]Because of their small numbers, these students will not be discussed separately but are included in the nonblack category.

Table III-3

Age Distribution, by Race and Sex--1974 Aspiring Home Economist/Dietitians

Age, as of 31 December, 1974	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
16 or younger	--	--	--	.0	.0	.0	.0	.0	.0
17	--	--	--	4.2	10.7	4.5	4.3	9.2	4.6
18	--	--	--	81.4	63.7	80.5	81.1	67.9	80.3
19	--	--	--	13.4	23.8	13.9	13.5	20.3	13.9
20	--	--	--	.6	1.0	.6	.5	.9	.6
21 or older	--	--	--	.4	.8	.5	.6	1.8	.6

dietitians (97.1 percent) had graduated from high school the same year they had entered college (Table III-4); fewer than 1 percent were married (Table III-5). The black women in this career group

Table III-4

High School Graduation Year/Status, by Race and Sex--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Graduated 1974	--	--	--	97.6	88.9	92.9	97.5	89.4	97.1
Graduated 1973	--	--	--	1.8	9.5	3.6	1.7	8.1	2.1
Graduated 1972	--	--	--	.1	.0	.5	.1	1.1	.2
Graduated 1971 or earlier	--	--	--	.4	.8	1.7	.5	.7	.5
Passed G.E.D. test	--	--	--	.0	.8	.6	.0	.7	.0
Never completed high school	--	--	--	.1	.0	.1	.1	.0	.1

Table III-5

Marital/Dating Status, by Race and Sex--1974 Aspiring Home Economist/Dietitians

Marital/Dating Status	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Presently married	--	--	--	.5	6.2	.8	.5	5.2	.8
Presently engaged	--	--	--	3.9	9.7	4.2	3.8	8.2	4.1
Have been seeing one person exclusively	--	--	--	40.6	33.7	40.2	40.5	28.7	39.8
Have been seeing several persons, but no one exclusively	--	--	--	37.7	31.1	37.4	37.9	41.3	38.0
Have not been dating in recent months	--	--	--	17.3	19.4	17.4	17.4	16.5	17.4

were somewhat more likely than the nonblack women to be 19 years or older (25.6 percent), to have been out of high school a year or more (11.1 percent), and to be married (6.2 percent) at college entry.

Socioeconomic Background

Aspiring dietitians came from more affluent backgrounds than did aspiring nurses, aspiring health technicians, and freshmen-in-general. Their median parental income of $14,581 (Table III-6)

Table III-6

Parental Income (1973), by Race and Sex--1974 Aspiring Home Economist/Dietitians

Parental Income (1973)	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Less than $3,000	--	--	--	1.5	12.1	2.0	1.4	10.2	2.0
$3,000 - $3,999	--	--	--	1.9	11.2	2.4	1.8	10.7	2.4
$4,000 - $5,999	--	--	--	2.7	19.8	3.6	2.7	30.2	4.4
$6,000 - $7,999	--	--	--	4.6	9.4	4.8	4.5	7.9	4.7
$8,000 - $9,999	--	--	--	5.5	17.1	6.2	5.9	14.4	6.4
$10,000 - $12,499	--	--	--	17.1	11.9	16.8	17.1	10.0	16.6
$12,500 - $14,999	--	--	--	17.2	2.7	16.4	17.2	2.3	16.3
$15,000 - $19,999	--	--	--	18.6	13.4	18.4	18.4	11.3	17.9
$20,000 - $24,999	--	--	--	13.0	.0	12.3	13.1	.0	12.3
$25,000 - $29,999	--	--	--	6.5	2.4	6.3	6.4	2.2	6.2
$30,000 - $34,999	--	--	--	4.7	.0	4.5	4.8	.0	4.5
$35,000 - $39,999	--	--	--	2.9	.0	2.8	2.9	.0	2.7
$40,000 - $49,999	--	--	--	1.4	.0	1.3	1.4	.0	1.3
$50,000 or more	--	--	--	2.6	.0	2.4	2.6	.0	2.4
MEDIAN	--	--	--	$14,963	$7,437	$14,672	$14,923	$5,934	$14,581

was very close to that reported by aspiring therapists but lower than those reported by four of the five career groups of aspiring health professionals (see Holmstrom, Knepper, and Kent, Vol. I, 1976, pp. 17-18). As usual, blacks came from poorer families than did nonblacks, the median parental income of the black women among aspiring dietitians being only half that of the nonblack women

($7,437 versus $14,953). The black women came from more affluent backgrounds than did black women interested in nursing or health technology; nonetheless, 43.1 percent were from families whose income was under $6,000.

When the median parental incomes of 1966, 1972, and 1974 aspiring dietitians were converted into 1966 constant dollars as deflated by the Consumer Price Index, one finds an overall increase of about $1,000, suggesting that dietetics was coming to attract students from slightly more affluent families (Table III-7).

Table III-7

Median Parental Income in Constant Dollars,[a] by Race and Sex--1974, 1972, and 1966 Aspiring Home Economist/Dietitians

Freshman Class	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974	--	--	--	$10,214	$5,081	$10,023	$10,194	$4,054	$9,960
1972	--	--	--	$10,576	$4,012	$10,289	$10,442	$3,730	$10,132
1966	$8,985	--	$8,057	$9,171	$4,192	$8,651	$9,158	$4,153	$8,621

[a]Median parental income figures are in fiscal 1966 constant dollars as deflated by the Consumer Price Index.

Nonblack women aspiring to careers as dietitians came from better educated families than did either freshmen-in-general or nonblack women aspiring to careers in nursing and in health technology. Nearly two-fifths (37.3 percent) indicated that their fathers had at least a baccalaureate; 11.3 percent said their fathers had graduate degrees (Table III-8). On the other hand, only one in ten black women reported that their fathers were college

graduates or better, and half said their fathers had not even graduated from high school. The educational level of the fathers of both black and nonblack women had improved since 1966, when over half the nonblack women and more than four in five of the black women said their fathers had gone no further than high school. Overall, aspiring dietitians had better-educated fathers than did freshmen-in-general or other NAH aspirants, except that the pro-

Table III-8

Father's Education, by Race and Sex: 1974, 1972, and 1966 Aspiring Home Economics Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	--	--	--	5.3	19.9	6.0	5.3	17.5	6.0
Some high school	--	--	--	10.0	30.1	11.0	10.2	26.5	11.1
High school graduate	--	--	--	29.1	30.7	29.2	29.1	37.7	29.6
Postsecondary school other than high school	--	--	--	4.8	.7	4.6	4.9	.6	4.6
Some college	--	--	--	13.5	8.7	13.3	13.4	8.9	13.1
College degree	--	--	--	23.2	6.9	22.4	23.1	6.1	22.2
Some graduate school	--	--	--	2.8	.0	2.6	2.9	.0	2.8
Graduate degree	--	--	--	11.3	3.1	10.9	11.2	2.8	10.7
1972:									
Grammar school or less	--	--	--	6.9	21.9	7.5	6.9	30.6	7.9
Some high school	--	--	--	9.7	31.4	10.5	10.8	27.4	11.5
High school graduate	--	--	--	32.2	24.8	31.9	32.6	23.0	32.2
Some college	--	--	--	16.4	13.8	16.3	15.5	12.0	15.4
College degree	--	--	--	21.2	8.1	20.7	20.8	7.0	20.3
Some graduate school	--	--	--	3.3	.0	3.2	3.1	.0	3.0
Graduate degree	--	--	--	10.4	.0	10.0	10.3	.0	9.9
1966:									
Grammar school or less	13.9	--	20.8	8.9	25.6	10.7	9.1	27.5	11.1
Some high school	24.6	--	25.2	13.6	32.1	15.6	14.0	31.9	15.9
High school graduate	36.2	--	32.3	31.4	24.8	30.7	31.5	23.9	30.7
Some college	8.2	--	7.1	21.9	10.5	20.7	21.3	9.9	20.1
College degree	13.9	--	12.0	17.4	4.3	16.0	17.2	4.1	15.8
Postgraduate degree	3.1	--	2.7	6.9	2.7	6.5	6.8	2.6	6.3

portion of aspiring therapists with college-educated fathers was slightly smaller.

Similar patterns were found with respect to mother's education: The proportion reporting that their mothers had a baccalaureate or better was larger among aspiring dietitians and aspiring therapists (23-24 percent) than among all freshmen (20.2 percent), or aspiring nurses and aspiring health technicians (14.8 percent each (Table III-9).

Table III-9

Mother's Education, by Race and Sex--1974, 1972, and 1966 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	--	--	--	2.4	12.5	2.9	2.4	10.7	2.9
Some high school	--	--	--	6.8	29.1	7.9	6.8	25.9	7.9
High school graduate	--	--	--	38.8	24.2	38.1	39.1	34.4	38.8
Postsecondary school other than high school	--	--	--	9.9	4.7	9.7	9.9	4.0	9.5
Some college	--	--	--	17.5	11.9	17.2	17.3	10.1	16.9
College degree	--	--	--	18.5	13.1	18.2	18.5	11.1	18.1
Some graduate school	--	--	--	2.4	.9	2.3	2.4	.8	2.3
Graduate degree	--	--	--	3.6	3.6	3.6	3.6	3.1	3.6
1972:									
Grammar school or less	--	--	--	4.0	10.6	4.2	4.6	15.7	5.0
Some high school	--	--	--	6.7	38.0	8.0	7.1	35.7	8.3
High school graduate	--	--	--	45.1	39.6	44.9	45.6	36.8	45.2
Some college	--	--	--	19.2	10.7	18.9	18.7	10.7	18.3
College degree	--	--	--	17.5	.0	16.8	16.8	.0	16.1
Some graduate school	--	--	--	2.6	1.2	2.6	2.5	1.0	2.4
Graduate degree	--	--	--	4.9	.0	4.7	4.8	.0	4.6
1966:									
Grammar school or less	7.9	--	6.7	5.9	14.3	6.8	6.0	13.5	6.8
Some high school	3.3	--	11.8	11.5	41.8	14.6	11.2	42.6	14.5
High school graduate	66.3	--	62.7	40.2	15.8	37.7	41.2	17.5	38.7
Some college	18.1	--	15.2	22.7	21.2	22.6	22.6	20.0	22.3
College degree	4.4	--	3.7	16.8	6.8	15.8	16.4	6.4	15.3
Postgraduate degree	.0	--	.0	2.9	.0	2.6	2.8	.0	2.5

The racial/ethnic difference was somewhat smaller with respect to mother's education, chiefly because the mothers of the black women tended to be better-educated than their fathers; this is a common finding, reported elsewhere in this volume as well as in Volume I of this project (Holmstrom, Knepper, and Kent, 1976). Thus, in 1974, 24.5 percent of the nonblack women and 17.6 percent of the black women said that their mothers had at least a college education. Finally, while the proportion of nonblack women reporting that their mothers had a baccalaureate or better rose only slightly (from 19.7 percent in 1966 to 24.5 percent in 1974), the proportion of black women so reporting increased almost threefold over the eight-year period.

About one-fifth of the nonblack women planning to become dietitians had fathers in the professions, though only 2.1 percent said their fathers worked in a health-related field (Table III-10). Another 29.1 percent said their fathers were businessmen. In contrast, fewer than one in ten of the black women had fathers in the professions, and only 2.2 percent indicated that their fathers were businessmen; the great majority (84 percent) said their fathers were employed as skilled or unskilled laborers or in other nonprofessional occupations, compared with only 35.8 percent of the nonblack women. One particularly interesting point is that 12.3 percent of the nonblack women, but only 4.8 percent of the black women and 5.5 percent of female freshmen-in-general, said that their fathers were farmers or foresters.

Racial/ethnic differences with respect to mother's occupa-

Table III-10

Father's Occupation, by Race and Sex--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Physician	--	--	--	.8	.0	.7	.8	.0	.8
Dentist	--	--	--	.5	.0	.5	.5	.0	.5
Pharmacist	--	--	--	.3	.0	.3	.3	.0	.3
Optometrist	--	--	--	.1	.0	.1	.1	.0	.1
Veterinarian	--	--	--	.2	.0	.2	.2	.0	.2
Nurse	--	--	--	.2	1.0	.3	.2	.9	.2
Home economist/dietitian	--	--	--	.0	.0	.0	.0	.0	.0
Health technician or technologist	--	--	--	.0	.0	.0	.0	.0	.0
Therapist	--	--	--	.0	.0	.0	.0	.0	.0
Artist	--	--	--	.1	.0	.1	.1	.0	.1
Business manager	--	--	--	29.1	2.2	27.8	28.9	1.9	27.5
Clergy	--	--	--	1.1	.9	1.1	1.1	.7	1.1
Educator (college)	--	--	--	.9	.9	.9	.9	.8	.9
Educator (secondary)	--	--	--	2.1	.6	2.0	2.2	.5	2.1
Educator (elementary)	--	--	--	.5	.0	.5	.5	.0	.5
Education (special)	--	--	--	.7	.0	.7	.7	.0	.7
Engineer	--	--	--	8.5	.5	8.1	8.6	.5	8.2
Farmer/forester	--	--	--	12.3	4.8	12.0	12.2	4.1	11.8
Lawyer	--	--	--	1.8	.0	1.7	1.8	.0	1.7
Research scientist	--	--	--	.8	.0	.8	.8	.0	.8
Skilled worker	--	--	--	18.6	34.7	19.3	18.4	31.5	19.1
Unskilled worker	--	--	--	5.1	31.6	6.3	5.1	38.0	6.8
Other professional[a]	--	--	--	2.6	4.4	2.7	2.6	5.1	2.8
Other nonprofessional[b]	--	--	--	12.1	17.7	12.4	12.5	15.3	12.6
Unemployed	--	--	--	1.5	.9	1.5	1.5	.8	1.5

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b]Includes homemaker.

tion were less marked than was the case with father's education. Approximately equal proportions of nonblack and black women (about 17 percent) said that their mothers were employed in the professions: The most common field for the mothers of nonblack women was nursing, followed by elementary education, whereas the reverse was true for the mothers of black women (Table III-11). The majority of both groups (69.1 percent of the nonblack women, 53.6 per-

cent of the black women) said that their mothers worked in "other nonprofessional occupations," a category that includes homemaker.

Table III-11

Mother's Occupation, by Race and Sex--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
Physician	--	--	--	.0	.0	.0	.0	.0	.0
Dentist	--	--	--	.1	.0	.0	.1	.0	.0
Pharmacist	--	--	--	.0	.0	.0	.0	.0	.0
Optometrist	--	--	--	.1	.0	.1	.1	.0	.1
Veterinarian	--	--	--	.0	.0	.0	.0	.0	.0
Nurse	--	--	--	4.6	3.0	4.5	4.7	2.5	4.5
Home economist/dietitian	--	--	--	1.0	.0	1.0	1.0	.0	1.0
Health technician or technologist	--	--	--	.4	.0	.4	.4	.0	.4
Therapist	--	--	--	.1	.0	.1	.1	.0	.1
Artist	--	--	--	.3	.0	.3	.3	.0	.3
Business manager	--	--	--	5.9	3.2	5.7	5.8	2.7	5.7
Clergy	--	--	--	.3	.0	.3	.3	.0	.3
Educator (college)	--	--	--	.3	.0	.3	.3	.0	.3
Educator (secondary)	--	--	--	2.9	2.7	2.9	2.9	2.3	2.9
Educator (elementary)	--	--	--	4.3	7.8	4.5	4.3	6.6	4.4
Education (special)	--	--	--	2.5	1.6	2.5	2.5	1.4	2.4
Engineer	--	--	--	.0	.0	.0	.0	.0	.0
Farmer/forester	--	--	--	.0	.0	.0	.0	.0	.0
Lawyer	--	--	--	.0	.0	.0	.0	.0	.0
Research scientist	--	--	--	.0	.0	.0	.0	.0	.0
Skilled worker	--	--	--	.3	1.7	.3	.3	1.4	.3
Unskilled worker	--	--	--	2.0	9.4	2.4	2.0	11.6	2.6
Other professional[a]	--	--	--	1.5	1.1	1.5	1.5	.9	1.5
Other nonprofessional[b]	--	--	--	69.1	53.6	68.3	69.2	57.1	68.5
Unemployed	--	--	--	4.3	16.1	4.9	4.2	13.6	4.8

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b]Includes homemaker.

In summary, the typical aspiring dietitian in 1974 was an 18-year-old unmarried white woman who had entered college directly after high school graduation. In socioeconomic background, aspiring dietitians resembled aspiring therapists: They not only came from somewhat more affluent backgrounds than did aspiring nurses and aspiring health technicians but also were more likely to report

that both their parents had a college degree and hence were more frequently employed in high-level occupations.

Blacks constituted only 5.9 percent, and men only 2 percent of the total group of aspiring dietitians in 1974: These figures represent both an absolute and a proportionate decline from 1966. Thus, this career choice has become steadily "whiter" and more feminine in a period when minority participation in higher education has been increasing and sex stereotypes regarding occupations have been breaking down.

College Finances

Only 9.8 percent of the nonblack women aspiring to careers as dietitians claimed financial independence from their parents, a proportion well below the 15.9 percent of female freshmen-in-general (Table III-12). Over one-fourth of the black women, however, claimed financial independence. These figures are comparatively low in view of recent court decisions ruling that parents are not required to contribute financially to the college education of children who have reached the age of majority (18 in most states).

Table III-12

Financial Independence from Parents, by Race and Sex--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Financial independence THIS year:									
No	--	--	--	90.2	72.8	89.3	90.0	74.5	89.1
Yes	--	--	--	9.8	27.2	10.7	10.0	25.5	10.9
Financial independence LAST year:									
No	--	--	--	91.8	77.1	91.0	91.5	78.2	90.8
Yes	--	--	--	8.2	23.0	9.0	8.5	21.8	9.2

Over four in five of the nonblack women expected financial support from their parents; the median expectation was for $1,121 (Table III-13). Black women were not so lucky: Only 58.6 percent

Table III-13

Anticipated Sources and Amounts of Financial Support for First Year of College, by Race and Sex--1974 Aspiring Home Economist/Dietitians

		Men			Women			Total		
		Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Parental, family aid or gifts	%	--	--	--	82.2	58.6	81.0	82.1	53.5	80.4
	(Medn.)	--	--	--	$1,121	$460	$1,071	$1,119	$492	$1,063
Basic Educational Opportunity Grants	%	--	--	--	14.7	47.2	16.4	14.6	50.3	16.7
	(Medn.)	--	--	--	$394	$551	$411	$396	$512	$424
Supplemental Educational Opportunity Grants	%	--	--	--	3.6	12.4	4.0	3.5	11.8	4.0
	(Medn.)	--	--	--	$353	$540	$373	$352	$497	$370
College Work Study grant	%	--	--	--	7.6	18.6	8.2	7.5	25.9	8.6
	(Medn.)	--	--	--	$418	$519	$427	$418	$390	$413
State scholarship or grant	%	--	--	--	13.2	13.4	13.2	13.1	11.5	13.0
	(Medn.)	--	--	--	$357	$463	$362	$360	$463	$364
Local or private scholarship or grant	%	--	--	--	20.0	17.6	19.8	19.9	14.9	19.6
	(Medn.)	--	--	--	$345	$371	$346	$344	$368	$344
Federal Guaranteed Student Loan	%	--	--	--	6.6	9.8	6.8	6.6	8.3	6.7
	(Medn.)	--	--	--	$911	$595	$885	$910	$595	$883
National Direct Student Loan	%	--	--	--	6.2	16.0	6.7	6.1	13.7	6.6
	(Medn.)	--	--	--	$566	$499	$561	$573	$499	$569
Other loan	%	--	--	--	4.4	7.2	4.5	4.3	6.2	4.4
	(Medn.)	--	--	--	$911	$360	$862	$911	$360	$860
Full-time work	%	--	--	--	5.0	9.9	5.2	5.0	8.5	5.2
	(Medn.)	--	--	--	$492	$806	$522	$507	$806	$538
Part-time or summer work	%	--	--	--	57.3	33.7	56.3	57.1	33.1	55.7
	(Medn.)	--	--	--	$344	$339	$343	$343	$389	$345
Savings	%	--	--	--	50.0	18.8	48.5	49.6	16.0	47.6
	(Medn.)	--	--	--	$379	$251	$375	$378	$251	$374
Spouse	%	--	--	--	1.1	2.8	1.1	1.0	2.4	1.1
	(Medn.)	--	--	--	$581	$839	$642	$581	$839	$642
Your G.I. benefits	%	--	--	--	.2	.7	.3	.3	1.8	.4
	(Medn.)	--	--	--	$250	$250	$250	$365	>$4,000	$416
Your parent's G.I. benefits	%	--	--	--	1.4	3.6	1.5	1.4	3.0	1.5
	(Medn.)	--	--	--	$323	$684	$355	$323	$684	$355
Social security dependent's benefits	%	--	--	--	5.7	5.5	5.7	5.7	8.2	5.8
	(Medn.)	--	--	--	$432	$330	$427	$432	$583	$441
Other	%	--	--	--	2.0	3.8	2.1	2.2	3.2	2.2
	(Medn.)	--	--	--	$383	$259	$363	$381	$250	$366

of them expected help from their parents, in the median amount of $460. Further, dividing median parental income by median amount of support expected, one finds that the nonblack women would get 7.5 percent but the black women 6.2 percent of their parent's income to pay for the first year of college.

Black women relied more heavily than did nonblack women on federal student aid programs. For instance, nearly half (in contrast to 14.7 percent of the nonblack women) expected to receive Basic Educational Opportunity Grants (BEOG). Black women also tended to borrow from the various loan sources more frequently--though less heavily--than did nonblack women.

Part-time or summer work was a much more important source of college finances to nonblack (57.5 percent) than to black (33.7 percent) women, as was also the case with savings (50 percent versus 18.8 percent). About equal proportions expected help from state and from local or private scholarship programs (about 13 percent and 20 percent, respectively); in both cases, however, the grants to blacks were slightly larger than those to nonblacks.

Even though blacks were more likely to participate in federal student aid programs and to receive larger grants from state and local or private scholarships, they still seemed to have difficulty in compensating for the lack of parental support; they had to rely instead on multiple external sources much more than did nonblacks, a situation that caused them considerable anxiety, as Table III-14 indicates.

Table III-14

Concern Over Financing College Education, by Race and Sex--1974, 1972, and 1966 Aspiring Home Economist/Dietitians

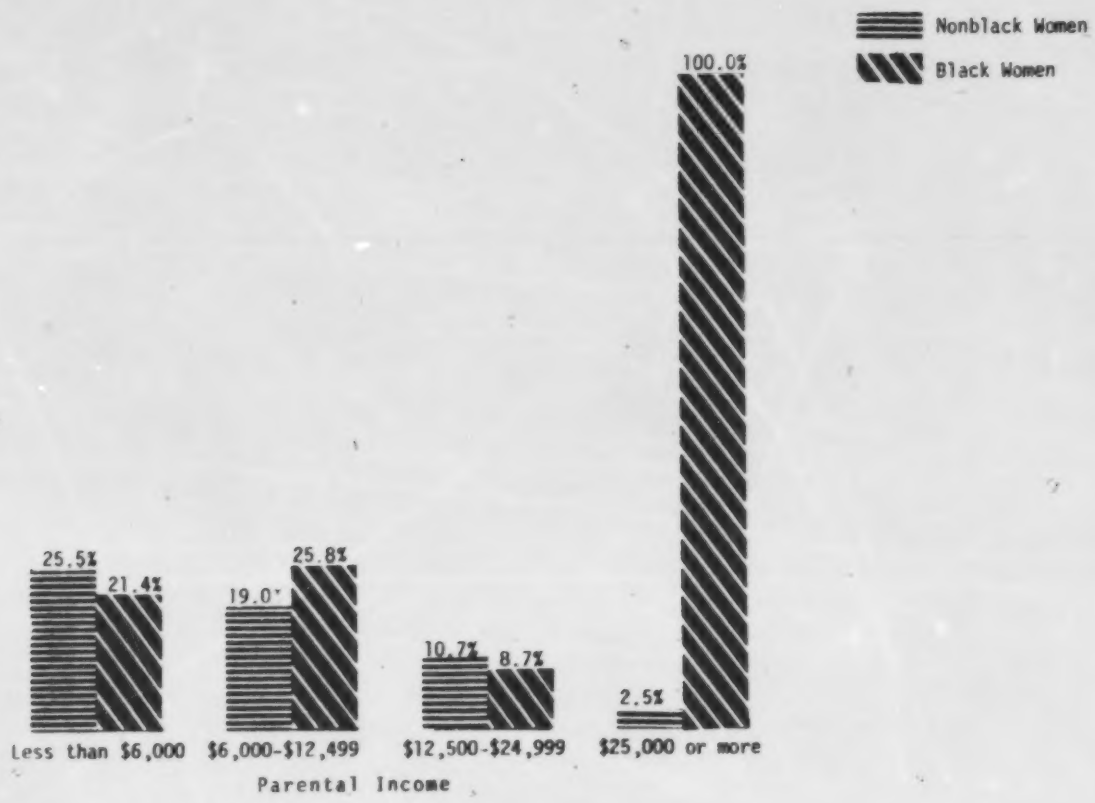
	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
No concern	--	--	--	37.8	24.3	36.9	37.9	26.5	37.2
Some concern	--	--	--	50.3	50.5	50.3	50.1	51.9	50.2
Major concern	--	--	--	12.1	25.2	12.8	12.0	21.6	12.6
1972:									
No concern	--	--	--	29.3	22.7	29.0	29.9	19.9	29.5
Some concern	--	--	--	54.9	38.9	54.2	53.6	43.3	53.2
Major concern	--	--	--	15.9	38.4	16.8	16.5	36.9	17.3
1966:									
No concern	37.7	--	31.1	31.8	14.2	30.0	32.1	13.2	30.0
Some concern	48.4	--	47.7	58.4	62.0	58.8	58.1	60.8	58.4
Major concern	14.0	--	21.2	9.7	23.9	11.2	9.9	26.0	11.6

Although twice as many black women (25.2 percent) as nonblack women (12.1 percent) aspiring to become dietitians reported feeling major concern over their ability to pay for college, this proportion was still lower than the proportion of black women in other NAH professional groups who expressed such concern, a figure which ranged from 30 percent upward. As was the case with other career groups, major concern over the ability to finance a college education was inversely related to parental income for nonblacks, whereas blacks in each income category still expressed some concern (Figure III-2). In fact, those blacks from families at the highest income level ($25,000 or more) were more likely to be worried over financing their college education than were blacks at lower levels, probably because such students do not qualify for federal student aid and so must try to meet the total cost of education by themselves. The proportion of all aspiring dietitians

expressing major concern over finances peaked in 1972, then dropped slightly in 1974.

FIGURE III-2

Proportion Reporting Major Concern Over Financing College Education, by Race and Sex, and by Parental Income--1974 Aspiring Home Economist/Dietitians



Self-Ratings

Asked to rate themselves on a variety of traits as "compared with the average student of your own age," aspiring dietitians were modest in their self-appraisals (Table III-15). As was the case with all freshmen and with most other NAH career groups, over half rated themselves above average on understanding of others,

drive to achieve, cheerfulness, and academic ability. On most traits, the proportions of aspiring dietitians regarding themselves as superior were similar to the proportions of female freshmen-in-general (see national norms for women in Astin et al., 1974). However, aspiring dietitians were less likely to see themselves as intellectually self-confident (28 percent versus 34.8 percent of all female freshmen), able to write well (22.4 percent versus 32.3 percent), artistically gifted (15.7 percent versus 21.2 percent), stubborn (32.1 percent versus 38.1 percent), and politically liberal (11.7 percent versus 17.6 percent). On no trait were they more likely than were female freshmen-in-general to see themselves as superior. Moreover, their self-ratings were generally less favorable than those of other groups of aspiring NAH professionals.

The two subgroups of women on whom data are given differed somewhat in their self-image. Nonblack women were more inclined than black women to rate themselves high on academic ability, mathematical ability, artistic ability, leadership, and stubbornness. Black women, though rating themselves lower on specific intellectual skills, nonetheless were somewhat more inclined to see themselves as intellectually self-confident. In addition, they more frequently saw themselves as understanding, physically attractive, and defensive.

Table III-15

Self-Ratings,[a] by Race and Sex--1974 Aspiring Home Economist/Dietitians and all Freshmen

Trait	Men			Women			Total			National Norms
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	
Academic ability	--	--	--	52.3	22.0	50.7	52.4	28.7	51.0	53.0
Athletic ability	--	--	--	21.5	23.2	21.7	21.7	32.1	22.4	38.5
Artistic ability	--	--	--	16.1	5.9	15.7	16.1	9.4	15.7	19.5
Cheerfulness	--	--	--	55.1	56.2	55.1	55.4	58.0	55.6	52.2
Defensiveness	--	--	--	24.5	36.8	25.1	24.3	36.2	25.0	27.1
Drive to achieve	--	--	--	57.0	53.6	56.8	57.0	55.9	57.0	59.9
Leadership ability	--	--	--	35.7	27.5	35.2	35.7	33.6	35.6	41.3
Mathematical ability		--	--	25.0	9.6	24.2	24.8	17.0	24.3	33.4
Mechanical ability		--	--	8.9	3.7	8.5	8.8	12.0	9.0	2..8
Originality	--	--	--	33.1	36.6	33.2	33.1	39.7	33.4	37.4
Physical attractiveness	--	--	--	23.1	33.9	23.6	23.0	34.6	23.8	26.1
Political conservatism	--	--	--	8.0	3.6	7.8	7.9	4.3	7.8	0.5
Political liberalism	--	--	--	12.1	5.7	11.7	12.0	6.0	11.7	20.1
Popularity		--	--	25.3	27.4	25.4	25.1	29.0	25.4	30.2
Popularity with opposite sex		--	--	22.3	19.1	22.1	22.5	29.9	22.9	29.4
Public speaking ability		--	--	15.3	10.1	15.0	15.2	8.6	14.8	20.7
Intellectual self-confidence	--	--	--	27.6	33.7	28.0	27.6	34.4	28.0	40.7
Social self-confidence	--	--	--	26.3	24.9	26.3	26.1	30.4	26.5	33.9
Sensitivity to criticism	--	--	--	25.6	20.3	25.3	25.6	17.3	25.1	25.1
Stubbornness	--	--	--	33.1	18.0	32.4	33.0	17.1	32.1	26.9
Understanding of others	--	--	--	65.7	76.5	66.2	65.7	75.5	66.2	65.9
Writing ability	--	--	--	22.3	20.6	22.2	22.1	26.7	22.4	30.5

[a]Self-ratings of "above average" or "highest 10 percent" in comparison with "the average student of your own age."

Life Goals

The four life goals considered essential or very important by at least half of the aspiring dietitians and of female freshmen-in-general (Astin et al., 1974) were raising a family (endorsed by 68.1 percent of the aspiring dietitians and by 56.9 percent of all female freshmen), helping others in difficulty (65.7 percent versus 70.4 percent), developing a meaningful philosophy of life (61 percent versus 65.1 percent), and becoming an authority in one's field (59 percent versus 57.7 percent) (Table III-16). In addition, aspiring dietitians were more likely than was the average female freshman to emphasize succeeding in a business of their

own (32.5 percent versus 27.5 percent), creating artistic work such as painting, sculpture, and decorating (23.6 percent versus 17.4 percent), and having administrative responsibility over others (25.8 percent versus 21.7 percent). On all other life goals, aspiring dietitians were either similar to or below the national norm.

Table III-16

Life Goals,[a] by Race and Sex--1974 Aspiring Home Economist/Dietitians and All Freshmen

	Men			Women			Total			National
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Norms
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	--	--	--	7.3	12.6	7.6	7.2	10.7	7.4	11.4
Becoming an authority in my field	--	--	--	58.4	70.1	59.0	58.6	65.6	59.0	62.2
Obtaining recognition from my colleagues for contributions to my special field	--	--	--	34.7	46.6	35.3	34.8	40.8	35.1	39.0
Influencing the political structure	--	--	--	4.5	14.1	5.0	4.5	13.2	5.0	12.5
Influencing social values	--	--	--	27.3	36.1	27.7	27.4	30.3	27.6	27.2
Raising a family	--	--	--	68.9	61.2	68.6	68.8	56.6	68.1	55.0
Having administrative responsibility for the work of others	--	--	--	25.5	33.1	25.9	25.4	34.1	25.8	25.6
Being very well-off financially	--	--	--	36.9	54.1	37.7	36.8	59.8	38.1	45.8
Helping others who are in difficulty	--	--	--	65.4	65.8	65.4	65.3	71.1	65.7	61.3
Making a theoretical contribution to science	--	--	--	5.8	16.5	6.4	6.0	14.0	6.4	11.0
Writing original works (poems, novels, short stories, etc.)	--	--	--	6.7	5.8	6.6	6.6	4.8	6.5	7.9
Creating artistic work (painting, sculpture, decorating, etc.)	--	--	--	23.4	25.1	23.5	23.8	21.3	23.6	17.4
Being successful in a business of my own	--	--	--	30.9	47.7	31.7	31.3	52.0	32.5	37.2
Becoming involved in programs to clean up the environment	--	--	--	21.7	30.7	22.2	21.9	27.3	22.4	20.7
Developing a meaningful philosophy of life	--	--	--	60.6	60.8	60.6	60.7	66.8	61.0	61.1
Participating in a community action program	--	--	--	33.0	38.8	33.3	32.8	45.8	33.6	27.6
Keeping up to date with political affairs	--	--	--	29.6	33.2	29.7	29.3	39.8	29.9	35.8

[a]Life goals rated as "very important" or "essential."

In short, as a group, aspiring dietitians seemed traditionally "feminine" in outlook, showing no more than the usual amount of interest in status and achievement or in political/social activism. Indeed, since their top-ranked goal was raising a family, they seemed to be more conventionally feminine than either the average female student or other women aspiring to NAH professions.

The exception to these generalizations is the group of black women aspiring to become dietitians (who constituted only 5 percent of the total group). They were much more likely than were their nonblack counterparts to manifest interest in professional achievement (becoming an authority, obtaining recognition, making a theoretical contribution to science), in status and success (being very well-off financially, succeeding in their own business, having administrative responsibility), and in political and social effectiveness (influencing the political structure, influencing social values, becoming involved in programs to clean up the environment). Some of these racial/ethnic differences may reflect simply the more expressive response style of blacks; nonetheless, black women choosing this particular health field seemed to be more dynamic and more career-oriented than many men. Finally, the black women were somewhat less inclined than were the nonblack women to value raising a family (61.2 percent versus 68.9 percent), suggesting that they were not quite so firmly entrenched in traditional feminine values.

Identity Groups

When asked to indicate the degree to which they identified with various groups, aspiring dietitians responded in much the same way as did freshmen-in-general, indicating a strong identification with "people of my own generation" (ranked first) followed by "people who live in my community" (ranked second by aspiring dietitians and third by freshmen-in-general), "people of my own race or ethnic group" (ranked third and second, respectively), "people of my own sex" (ranked fourth), and "people of my own religion" (ranked fifth) (Table III-17). Typically, black women aspiring to become dietitians felt a stronger identification with people of their own race than with people of their own generation.

Table III-17

Identity Groups, by Race and Sex--1974 Aspiring Home Economists/Dietetics Majors and All Freshmen

	Men			Women			Total			National Norms
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	
People who live in my community										
Strongest of all	--	--	--	15.9	18.7	18.0	19.7	20.7	18.0	13.0
Strongly	--	--	--	32.6	37.6	31.7	32.7	35.0	31.7	30.6
Moderately	--	--	--	42.3	42.2	42.3	42.3	36.8	41.9	44.0
Little or none	--	--	--	9.3	21.5	9.0	9.2	20.3	10.4	13.6
People of my own religion										
Strongest of all	--	--	--	7.2	4.6	7.1	7.1	3.9	6.5	6.7
Strongly	--	--	--	18.1	30.6	19.0	18.4	32.6	19.3	18.1
Moderately	--	--	--	45.4	41.0	45.2	45.0	47.3	45.2	42.7
Little or none	--	--	--	29.3	17.6	28.7	29.4	16.2	28.6	34.6
People of my own sex										
Strongest of all	--	--	--	5.0	8.9	5.7	5.5	7.6	5.8	3.5
Strongly	--	--	--	40.9	37.4	40.7	40.9	36.3	40.0	39.0
Moderately	--	--	--	46.1	45.1	46.9	50.2	48.8	50.1	46.1
Little or none	--	--	--	8.5	8.6	3.7	3.4	8.4	3.7	7.0
People of my own race or ethnic group										
Strongest of all	--	--	--	7.3	27.8	8.4	7.4	27.2	9.2	8.3
Strongly	--	--	--	37.0	51.9	37.8	38.6	44.4	37.3	34.4
Moderately	--	--	--	46.6	13.9	44.8	46.3	11.8	44.3	48.5
Little or none	--	--	--	9.1	6.4	9.0	9.6	6.6	9.3	11.9
People of my own generation										
Strongest of all	--	--	--	32.1	21.7	31.6	31.6	18.6	31.0	29.1
Strongly	--	--	--	46.2	52.5	45.6	46.3	59.2	46.1	42.6
Moderately	--	--	--	21.8	20.9	21.8	21.2	17.8	21.8	25.1
Little or none	--	--	--	1.7	3.9	1.8	1.7	4.4	1.8	3.1

They were also much more likely than were nonblack women to identify closely with people of their own religion and less likely to identify closely with people in their community.

College Choice

The factor that 1974 aspiring dietitians most commonly regarded as very important in their choice of a college was its academic reputation (cited by 60.3 percent), followed by special program offerings (39.5 percent); the proportions were about the same in 1972 for both factors (Table III-18). Though low tuition was cited as very important by only one-fourth of the 1974 aspiring dietitians, this still represents an increase over the 1972 rate of one-fifth. The offer of financial assistance was very important to only one in seven aspiring dietitians in either year; however, black women were almost three times as likely as nonblack women to regard financial assistance as important though the proportion citing it declined from 52.7 percent in 1972 to 33.6 percent in 1974. In addition, black women were somewhat more likely than were nonblack women to be concerned with the institution's special program offerings (50.9 percent and 39.1 percent, respectively).

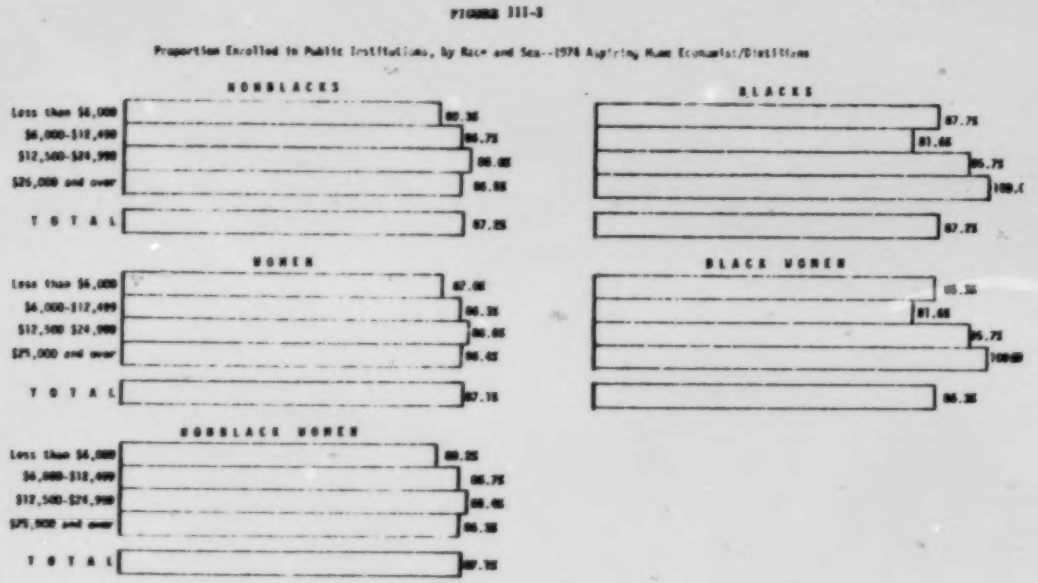
The decline in the importance attached to financial assistance probably reflects recent increases in student aid and the change in enrollment patterns of aspiring dietitians. In 1974, 87.6 percent of all aspiring dietitians began their college careers in public institutions; in 1966, 78.5 percent did. In 1974, aspiring dietitians were more likely than all freshmen and other groups of aspiring NAH professionals to attend public institutions.

Table III-18

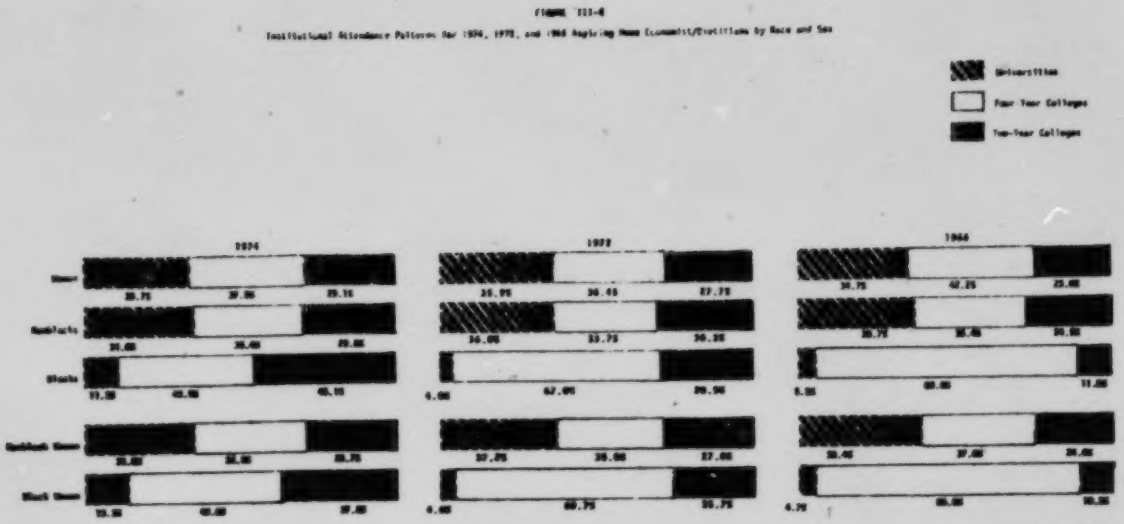
Reasons for College Choice, By Race and Sex--1974 and 1972 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974									
Low tuition:									
Very important	--	--	--	26.0	30.6	26.2	26.1	25.8	26.0
Somewhat important	--	--	--	43.9	36.2	43.5	44.0	34.2	43.5
Not important	--	--	--	30.1	33.3	30.2	29.9	40.0	30.5
Special programs offered:									
Very important	--	--	--	39.1	50.9	39.7	39.0	46.8	39.5
Somewhat important	--	--	--	36.1	37.3	36.2	36.0	43.1	36.4
Not important	--	--	--	24.8	11.9	24.1	25.0	10.1	24.1
Offered financial assistance:									
Very important	--	--	--	12.9	33.6	13.9	12.9	39.4	14.4
Somewhat important	--	--	--	17.1	29.7	17.7	17.3	24.8	17.7
Not important	--	--	--	70.0	36.8	68.4	69.9	35.9	67.9
Very good academic reputation:									
Very important	--	--	--	60.8	62.9	60.9	60.7	54.4	60.3
Somewhat important	--	--	--	34.0	27.5	33.6	34.2	37.5	34.4
Not important	--	--	--	5.2	9.5	5.5	5.2	8.1	5.4
1972									
Low tuition:									
Very important	--	--	--	19.2	32.4	19.8	19.2	35.1	19.9
Somewhat important	--	--	--	34.8	35.3	34.8	34.6	36.4	34.6
Not important	--	--	--	46.0	32.3	45.5	46.2	28.5	45.4
Special programs offered:									
Very important	--	--	--	35.7	24.7	35.3	36.8	23.1	36.2
Somewhat important	--	--	--	27.5	39.2	28.0	27.1	35.9	27.5
Not important	--	--	--	36.8	36.2	36.7	36.1	41.0	36.3
Offered financial assistance:									
Very important	--	--	--	13.8	52.7	15.4	14.0	46.5	15.4
Somewhat important	--	--	--	12.4	8.9	12.3	13.0	9.3	12.8
Not important	--	--	--	73.8	38.4	72.4	73.1	44.2	71.8
Very good academic reputation:									
Very important	--	--	--	60.6	47.1	60.1	59.2	44.3	58.5
Somewhat important	--	--	--	31.9	45.4	32.4	33.2	39.9	33.5
Not important	--	--	--	7.5	7.5	7.5	7.7	15.8	8.0

Race/ethnicity and parental income level bore little relation to public-private enrollment; somewhat surprisingly, those from the lowest income level (under $6,000) were less likely than were the more affluent to enroll in public institutions (Figure III-3).



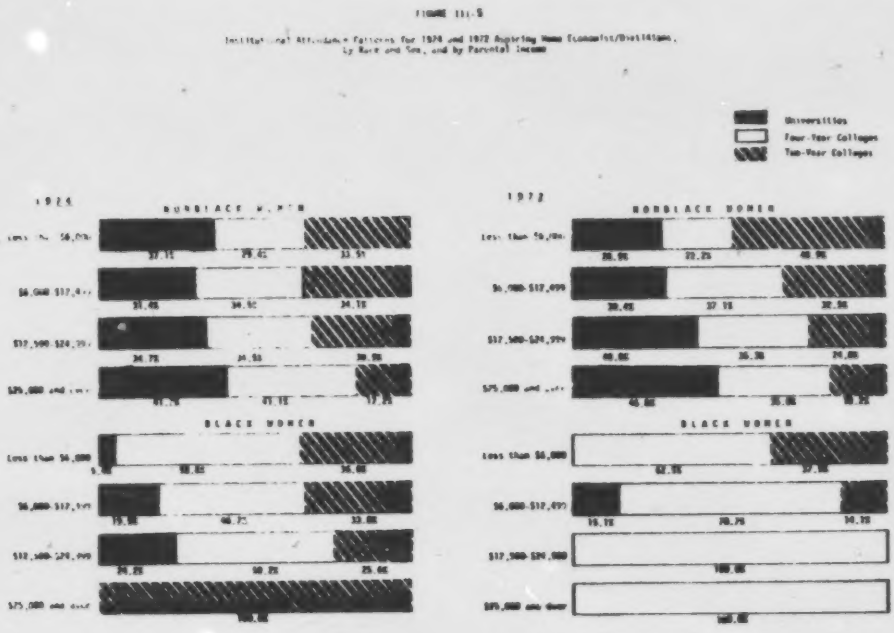
In 1974, aspiring dietitians were about equally distributed among types of institutions: 33.2 percent enrolled in universities (compared with 24 percent of all freshmen), 36.8 percent in four-year colleges (versus 35 percent), and 30 percent in two-year colleges (versus 41 percent) (Figure III-4). Overall, the pattern of attendance had shifted since 1966, with two-year colleges enrolling a larger proportion of aspiring dietitians, four-year colleges a smaller proportion, and universities about the same proportion.



Institutional attendance patterns varied by race/ethnicity. Black women planning to become dietitians were less likely than were nonblack women to enroll in universities, though the rate more than doubled between 1966 and 1974 (from 4.7 percent to 13.3 percent). In both years, they were most likely to enroll in four-year institutions (a category that includes the majority of predominantly black institutions), though the proportion dropped from 85 percent in 1966 to 49.6 percent in 1974. Both black and nonblack women became more likely to enroll in two-year colleges, though the shift was much more dramatic in the case of the black women: Only 10.3 percent attended two-year colleges in 1966, whereas 37.2 percent did so in 1974. The comparable figures for nonblack women were 24.6 percent in 1966 and 28.7 percent in 1974.

Institutional attendance patterns seemed to be strongly

related to parental income level among aspiring dietitians, with those from the lower income levels more often enrolling in two-year colleges and less often in universities; the reverse was true for those from higher income levels (Figure III-5)



About nine in ten aspiring dietitians at four-year colleges and universities, and three in four of those at two-year colleges, planned to major in their specialty field, home economics/dietetics (Table III-19). Small proportions at each institutional type indicated majors in biological sciences, health technology, or "other" health fields. Of the two-year college entrants, black women were particularly likely to say that they would probably

major in a nonhealth field (35.3 percent versus 14.1 percent of the nonblack women), an intention that casts doubt about their freshman career choice.

Table III-19

Probable Study Field Major, by Race and Sex and by Institutional Type--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University:									
Biological sciences	--	--	--	.8	.0	.8	.8	.0	.8
Health technology	--	--	--	.7	.0	.7	.9	.0	.9
Nursing	--	--	--	.0	.0	.0	.0	.0	.0
Pharmacy	--	--	--	--	--	--	--	--	--
Therapy	--	--	--	.0	.0	.0	.0	.0	.0
Home economics	--	--	--	88.2	78.1	88.0	88.1	78.1	87.9
Other health fields	--	--	--	2.9	.0	2.8	2.9	.0	2.8
Total health fields	--	--	--	92.6	78.1	92.3	92.6	78.1	92.3
Total nonhealth fields	--	--	--	7.4	21.9	7.7	7.4	21.9	7.7
Four-Year College:									
Biological sciences	--	--	--	.9	3.0	1.1	.9	3.0	1.1
Health technology	--	--	--	.6	.0	.5	.6	.0	.5
Nursing	--	--	--	.0	.0	.0	.0	.0	.0
Pharmacy	--	--	--	--	--	--	--	--	--
Therapy	--	--	--	.0	.0	.0	.0	.0	.0
Home economics	--	--	--	90.3	90.4	90.9	90.3	90.4	90.3
Other health fields	--	--	--	1.1	.0	1.1	1.3	.0	1.2
Total health fields	--	--	--	92.9	93.4	93.1	93.1	93.4	93.1
Total nonhealth fields	--	--	--	7.1	6.6	6.9	6.9	6.6	6.9
Two-Year College:									
Biological sciences	--	--	--	.9	.0	.9	.9	.0	.8
Health technology	--	--	--	3.0	.0	2.8	2.9	.0	2.7
Nursing	--	--	--	.2	.0	.1	.1	.0	.1
Pharmacy	--	--	--	--	--	--	--	--	--
Therapy	--	--	--	.7	.0	.6	.7	.0	.6
Home economics	--	--	--	77.0	64.7	76.4	75.8	50.2	73.9
Other health fields	--	--	--	4.3	.0	4.1	4.2	.0	3.9
Total health fields	--	--	--	86.0	64.7	84.9	84.6	50.2	82.0
Total nonhealth fields	--	--	--	14.0	35.3	15.1	15.4	49.8	18.0

Most 1974 aspiring dietitians indicated that the baccalaureate was the highest degree they planned to attain (Table III-20): About two-thirds of the nonblack women in four-year colleges and universities, and about two-fifths of those in two-year colleges,

indicated this degree goal. Another three in ten intended to get a higher degree, usually a master's. Fewer than 5 percent of the nonblack women in four-year colleges and universities, but almost 30 percent of those in two-year colleges, indicated that they aimed at an associate or other degree.

Table III-20

Degree Plans, by Race and Sex, and by Type of Institution--1974 Aspiring Home Economist/Dietitians

1974 Degree Plans	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Universities									
Bachelor's	--	--	--	68.1	41.2	67.5	67.9	41.2	67.3
Master's	--	--	--	24.0	46.3	24.5	23.9	46.3	24.4
Ph.D. or Ed.D.	--	--	--	3.0	12.6	3.2	3.1	12.6	3.3
Medical degree	--	--	--	.2	.0	.2	.2	.0	.2
Other	--	--	--	4.8	.0	4.7	4.9	.0	4.8
Four-Year Colleges									
Bachelor's	--	--	--	64.8	36.1	62.7	64.2	34.9	62.0
Master's	--	--	--	27.9	52.8	29.7	27.7	51.2	29.4
Ph.D. or Ed.D.	--	--	--	2.8	3.9	2.9	3.3	6.9	3.6
Medical degree	--	--	--	.2	1.7	.3	.2	1.7	.3
Other	--	--	--	4.3	5.5	4.4	4.7	5.3	4.7
Two-Year Colleges									
Bachelor's	--	--	--	41.7	23.1	40.8	41.0	41.8	41.1
Master's	--	--	--	30.4	44.6	31.1	29.9	38.3	30.5
Ph.D. or Ed.D.	--	--	--	.4	.0	.4	.4	.0	.4
Medical degree	--	--	--	.0	.0	.0	.0	.0	.0
Other	--	--	--	27.5	32.3	27.7	28.7	19.9	28.1

The degree aspirations of black women among aspiring dietitians were somewhat higher than those of nonblack women. Only two in five black women in four-year colleges and universities, and fewer than one-fourth of those in two-year colleges, planned on getting just the baccalaureate. Instead, almost half at each type of institution intended to get a master's degree.

Almost 40 percent of all aspiring dietitians entering two-

year and four-year colleges indicated that they were likely to transfer to another college prior to completing the degree; only 31.7 percent of those enrolling in universities indicated such plans (Table III-21). Of the two-year college entrants, only 31.5 percent of the black women (compared with 42.1 percent of the nonblack women) planned to transfer. Since two-thirds of the black women at two-year colleges had also indicated they planned on a bachelor's degree, there are clearly discrepancies and confusion in the educational plans of these women.

Table III-21

Proportion Likely to Transfer to Another College,[a] by Race and Sex and by Institutional Type--1974 Aspiring Home Economist/Dietitians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University	--	--	--	30.3	42.9	31.5	31.5	42.9	31.7
Four-year college	--	--	--	38.6	30.0	38.0	39.0	29.1	38.3
Two-year college	--	--	--	42.1	31.5	41.4	41.4	32.4	40.6

[a]Proportion indicating that there was "some chance" or "a very good chance" that they would transfer to another college before graduating.

Career Choice

The three reasons most commonly cited as very important in their choice of a career by the total group of aspiring dietitians were the same three reasons top-ranked by all female freshmen (Astin et al., 1974): ability to work with people (72.5 percent of the aspiring dietitians, compared with 73.9 percent of female freshmen-in-general), intrinsic interest in the field (72.2 percent versus 72.1 percent), and the chance to be helpful to others

(71.8 percent versus 73.4 percent) (Table III-22). Somewhat curiously, perhaps, the altruistic reason of making an important contribution to society, endorsed by 53.7 percent of all female freshmen and by fully three in four aspiring nurses, was regarded as very important by only 46.4 percent of the aspiring dietitians. The availability of job openings was instead the fourth-ranked reason among aspiring dietitians, cited by 62.9 percent, as compared with 51.6 percent of all female freshmen. Moreover, though having a great deal of independence was regarded as very important by 37.8 percent of all female freshmen, only 31.1 percent of the aspiring dietitians considered it so.

With the exceptions noted (job openings, contribution to society, independence), the nonblack woman planning to become a dietitian resembled very closely the average female freshman, in

Table III-22

Reasons[a] for Career Choice, by Race and Sex--1974 Aspiring Home Economist/Dietitians and All Freshmen

	Men			Women			Total			National Norm
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	
Job openings generally available	--	--	--	62.7	68.9	63.0	62.5	69.7	62.9	46.8
Rapid career advancement possible	--	--	--	29.5	58.9	30.9	29.4	55.8	30.8	34.8
High anticipated earnings	--	--	--	34.5	65.5	36.0	34.6	70.6	36.6	41.7
Well-respected or prestigious occupation	--	--	--	28.8	47.7	29.7	28.6	49.9	29.8	32.2
Great deal of independence	--	--	--	30.2	52.6	31.3	30.3	44.8	31.1	41.1
Chance for steady progress	--	--	--	44.4	62.3	45.2	44.1	60.1	45.4	48.7
Can make an important contribution to society	--	--	--	45.6	56.8	46.1	45.6	59.4	46.4	47.2
Can avoid pressure	--	--	--	19.5	33.6	20.1	19.5	28.5	20.0	17.9
Can work with ideas	--	--	--	46.2	63.3	47.0	46.4	67.5	47.5	44.1
Can be helpful to others	--	--	--	71.2	82.5	71.7	71.1	82.8	71.8	61.8
Able to work with people	--	--	--	71.9	79.7	72.3	71.9	82.7	72.5	61.3
Intrinsic interest in the field	--	--	--	72.4	67.2	72.2	72.5	66.9	72.2	67.4

[a]Reason indicated as "very important."

that almost identical proportions endorsed each reason. Black women deviated from the pattern, however, in that they were much more inclined than the nonblack women to endorse each of the reasons given, with the exception of intrinsic interest, cited by 72.4 percent of the nonblack women but only 67.2 percent of the black women. This racial/ethnic difference may be attributed in part to the more expressive response style of blacks and in part to their greater concern with such instrumental considerations as rapid advancement, the prestige of the profession, and high anticipated earnings (this last reason being fifth-ranked by black women but eighth-ranked by nonblack women), considerations that were generally more characteristic of men than of women.

For the most part, parental income appeared to be unrelated to reasons for career choice, though a few interesting points emerged (Table III-23). Thus, among nonblacks, the higher the parental income, the more likely the student was to mention rapid career advancement and independence as very important factors and the less likely to mention opportunities to make an important contribution to society and to work with ideas. Among blacks, parental income level was positively related to the factors of ability to work with people, opportunity to work with ideas, intrinsic interest, and--most dramatically-avoidance of pressure (mentioned by only 7.9 percent of those in the lowest income group but 100 percent of those in the highest income group).

Table III-23

Reasons[a] for Career Choice, by Race, by Sex, and by Income Level--1974 Aspiring Home Economist/Dietitians

	Men	Women	Nonblacks	Blacks
Job openings generally available:				
Less than $6,000	--	69.1	69.5	70.1
$6,000 - $12,499	--	62.5	61.5	74.4
$12,500 - $24,999	--	61.8	61.4	83.9
$25,000 and over	--	59.1	59.0	.0
Rapid career advancement possible:				
Less than $6,000	--	30.5	23.3	43.4
$6,000 - $12,499	--	29.0	26.9	61.8
$12,500 - $24,999	--	30.0	29.0	89.9
$25,000 and over	--	34.5	34.5	38.2
High anticipated earnings:				
Less than $6,000	--	43.3	34.9	72.8
$6,000 - $12,499	--	35.5	34.7	63.6
$12,500 - $24,999	--	32.5	31.3	93.0
$25,000 and over	--	39.5	39.2	.0
Well-respected or prestigious occupation:				
Less than $6,000	--	35.5	36.4	43.2
$6,000 - $12,499	--	29.2	26.2	64.1
$12,500 - $24,999	--	30.4	29.9	49.8
$25,000 and over	--	30.0	29.3	61.8
Great deal of independence:				
Less than $6,000	--	33.3	25.2	37.1
$6,000 - $12,499	--	31.0	29.4	58.8
$12,500 - $24,999	--	30.8	31.1	24.6
$25,000 and over	--	32.6	32.6	.0
Chance for steady progress:				
Less than $6,000	--	55.3	55.1	68.4
$6,000 - $12,499	--	46.0	44.7	62.3
$12,500 - $24,999	--	41.0	40.3	57.7
$25,000 and over	--	46.6	45.8	100.0
Can make an important contribution to society:				
Less than $6,000	--	52.9	57.3	51.4
$6,000 - $12,499	--	52.7	52.3	65.6
$12,500 - $24,999	--	44.1	43.5	54.1
$25,000 and over	--	38.8	39.6	.0
Can avoid pressure:				
Less than $6,000	--	15.9	18.3	7.9
$6,000 - $12,499	--	23.0	20.9	45.8
$12,500 - $24,999	--	19.3	19.2	52.5
$25,000 and over	--	16.4	15.8	100.0
Can work with ideas:				
Less than $6,000	--	51.5	53.2	60.4
$6,000 - $12,499	--	49.1	49.0	65.3
$12,500 - $24,999	--	45.6	45.2	80.4
$25,000 and over	--	46.4	45.7	100.0
Can be helpful to others:				
Less than $6,000	--	74.2	75.0	77.7
$6,000 - $12,499	--	69.4	68.5	82.9
$12,500 - $24,999	--	72.1	71.4	94.6
$25,000 and over	--	71.0	71.1	61.8
Able to work with people:				
Less than $6,000	--	68.0	68.2	77.1
$6,000 - $12,499	--	73.2	72.7	83.3
$12,500 - $24,999	--	72.2	71.6	100.0
$25,000 and over	--	66.6	66.6	100.0
Intrinsic interest in the field:				
Less than $6,000	--	69.7	79.9	51.3
$6,000 - $12,499	--	71.5	71.7	78.2
$12,500 - $24,999	--	72.2	71.7	86.8
$25,000 and over	--	72.5	72.6	100.0

[a] Reason indicated as "very important."

Summary

Like the other NAH professions, the career choice of dietetics was dominated by nonblack females; in 1974, they constituted 93 percent of the total group. Indeed, since 1966, the popularity of dietetics has declined among men and among blacks and other minorities. Thus, the overall increase in the numbers of entering freshmen naming this career choice was attributable entirely to its growing attractiveness to nonblack women.

The typical aspiring dietitian, was an 18-year-old, unmarried white woman who had entered college directly after high school. She came from a relatively high socioeconomic background and was likely to have a father who had at least some college education and who worked at a high-level occupation (the professions, business), though there was also some likelihood he was a farmer. She depended heavily on parental support to finance her college education, though earnings from part-time or summer employment and savings were also important sources; she was only moderately concerned over her ability to pay for college.

Her self-image was modest in that she was less likely than was the typical female freshman to rate herself as above average on drive to achieve, understanding, artistic and writing ability, and intellectual and social self-confidence and no more likely to rate herself as above average on other traits. Her life goals were traditionally "feminine": Thus, she gave highest priority to raising a family but also valued helping others, creating

artistic works, and participating in community action programs. Except for wanting to succeed in her own business and to have administrative responsibility over others, she seemed little concerned with achievement and status. Her rather conventional outlook was reflected as well in her reasons for choosing a career in dietetics: She stressed altruistic and people-oriented reasons, along with intrinsic interest and the availability of job openings, but was not motivated by practical and instrumental factors nor by the rather abstract desire to make an important contribution to society.

She was more likely than were other freshmen to enroll in a university and less likely to enroll in a two-year college. Her educational plans (degree aspirations, probable major field, likelihood of transferring) were congruent with her career choice.

Black women, who constituted 5 percent of the total group, deviated from the norm in that they were more likely to be older, to have delayed college entry, and to be married. They were disadvantaged socioeconomically, especially in terms of the educational and occupational level of their fathers. One in four claimed financial independence from her parents, and an equal fraction expressed major concern over being able to pay for college. Only about three in five expected to get parental support. Black women were more likely than nonblack women to get federal student aid and to rely on multiple sources of college finance.

Though less confident of specific academic skills than nonblack women, black women planning to become dietitians nonethe-

less were more likely to rate themselves high on intellectual self-confidence. Their life goals and their reasons for career choice revealed a wider range of interests, less emphasis on traditionally feminine values, and more concern with material success, status, and achievement. They were less likely than were their nonblack counterparts to enroll in universities, and more likely to enroll in two-year and four-year colleges. They were also more likely to aim for an advanced degree (usually a master's), an expectation that may be somewhat unrealistic. In addition, there seemed to be some confusion about educational goals in that many black women who were enrolled in two-year colleges did not plan to transfer and yet aimed for a bachelor's or master's degree.

In summary, aspiring dietitians as a group resembled aspiring therapists in their background and socioeconomic characteristics but were somewhat more closely allied to aspiring health technicians in some of their values, lacking the altruism and the orientation toward people that characterized both aspiring nurses and aspiring therapists.

CHAPTER IV - ASPIRING HEALTH TECHNICIANS

HIGHLIGHTS

- Health technology was the NAH profession most frequently selected by male freshmen, in that one in five of the 1974 entering freshmen who named it as their probable future career was male. The number of aspiring health technicians increased by only a modest 44.3 percent between 1966 and 1974, the growth rate being highest among black women, followed by nonblack women and nonblack men; the number of black men planning to become health technicians dropped slightly.

- The typical aspiring health technician was an unmarried, 18-year-old white woman from a rather low socioeconomic background (though higher than that of the typical aspiring nurse). Her parents were likely to be no more than high school graduates, and her father was likely to be a businessman or a blue-collar worker. Her chief sources of support were parental aid, part-time or summer employment, and savings. Despite her rather disadvantaged background, she was not inclined to worry about college finances. While more likely than other nonblack women to see herself as having academic, mathematical, and mechanical ability, her self-image was otherwise unassuming. An emphasis on making a theoretical contribution to science as a life goal and on high anticipated earnings as a reason for career choice distinguished her from other nonblack women aspiring to NAH professions; like them, however, she was attracted by the availability of job openings. Though more likely than other aspiring health technicians to enter a university, she was most likely to attend a two-year college; discrepancies between her degree aspirations and her transfer plans suggest uncertainty about goals.

- The nonblack men among aspiring health technicians came from somewhat lower socioeconomic backgrounds than did their female counterparts but were no more likely to be financially independent or to express major concern over paying for college. Their major sources of support were the same, except that they were more likely to get BEOG aid and to borrow from FGSL. They rated themselves high on understanding of others and on athletic ability but otherwise had a rather low opinion of their intellectual capacities and social skills. Except for helping others and making a theoretical contribution to science, which they were more likely to regard as essential or very important than was the average male freshman, they seemed rather unambitious, choosing a career in health technology pri-

marily because of the availability of jobs. Over half entered two-year colleges; fairly large proportions at each type of institution, but particularly four-year colleges, aimed for an advanced degree, and those aspirations may be somewhat unrealistic.

- Among blacks, who constituted 7.8 percent of the 1974 aspiring health technicians, women outnumbered men by three to one. Blacks of both sexes were more likely than were nonblacks to be older than age 18 and to be married at college entry. The median parental income of blacks, especially women, was well below that of their nonblack counterparts; their mothers tended to be better-educated than their fathers, over half of whom had not even graduated from high school. About half got parental support, their other chief sources being federal programs such as BEOG and CWS; about one in ten borrowed from FGSL and NDSL. One in seven men got G.I. benefits; this, in conjunction with the fact that one in five had entered college on the basis of the G.E.D. test, suggests that many became interested in a career in health technology while serving in the military. About one-third of the blacks expressed major financial concern about paying for college. Blacks were somewhat more self-confident than were nonblacks among aspiring health technicians, though the women tended to rate themselves as no more than average on academic and mathematical ability. Both sexes had a strong drive to achieve. Moreover, their life goals indicate a wider range of interest and a greater concern with achievement, status, and power than was the case with nonblacks. An unusually large proportion of black men identified strongly with people of their own race, more than identified strongly with their own generation. Black women were more altruistic than nonblack women in their reasons for career choice, but they were also more concerned (as were black men) with practical and material factors. The women were also inclined to see health technology as a prestigious profession. Fully nine in ten of the men, but only half the women, entered two-year colleges; of these, the women were more likely than the men to aim for an associate or "other" degree. The rather high degree aspirations of some blacks (particularly four-year college entrants), along with inappropriate study field and transfer plans, indicate some confusion that may make it difficult for them to attain their career goals.

General Characteristics

This chapter deals with the first-time, full-time freshmen in 1966, 1972, and 1974 who reported that they planned a career in health technology.[1/] The number and proportion in each freshman class who named this career choice was as follows:

- In 1966, 18,833 out of 1,163,123 (1.6 percent)
- In 1972, 27,784 out of 1,557,512 (1.8 percent)
- In 1974, 27,169 out of 1,673,134 (1.6 percent).

Thus, the proportion of aspiring health technicians among all entering freshmen peaked in 1972, then fell back to the 1966 level of 1.6 percent in 1974. Between 1966 and 1972, the number of aspiring health technicians increased by 47.5 percent, as compared with an increase of 33.9 percent in the number of entering freshmen. Between 1972 and 1974, however, the number of aspiring technicians declined slightly (2.2 percent) while the number of entering freshmen registered a small increase (7.4 percent). Over the entire eight-year period, then, increases in the number of aspiring technicians kept pace with increases in freshman enrollments (both about 44 percent). This chapter focuses on the 1974 aspiring health technicians. Wherever appropriate, they are compared with their counterparts in the two earlier freshman classes, with all 1974 entering freshmen (Astin et al., 1974), with other groups of aspir-

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[1]The exact wording of the questionnaire item on career options is technician or technologist (health)." The term aspiring health technician is used throughout this report

ing NAH professionals, and with aspirants to the health professions (as reported in Volume I of this project; see Holmstrom, Knepper, and Kent, 1976). Table IV-1 shows the number of aspiring health technicians, by sex and by race/ethnicity (nonblack, black) in all three freshman classes.

Table IV-1

Number of 1974, 1972, and 1966 Freshmen Aspiring to Become Health Technicians, by Race and Sex

Freshman Class	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974	5,083	528	5,611	19,979	1,579	21,558	25,062	2,107	27,169
1972	6,358	859	7,217	19,378	1,189	20,567	25,736	2,048	27,784
1966	4,251	694	4,945	13,069	819	13,888	17,320	1,513	18,833

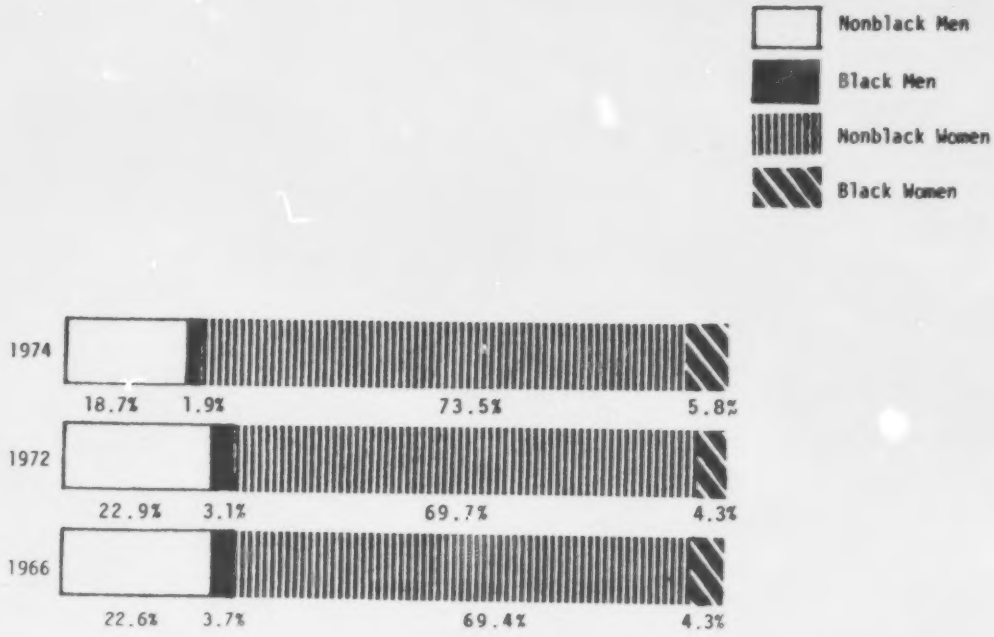
The following sections profile aspiring health technicians in terms of their demographic and background characteristics, college finances, self-ratings, life goals, and identity groups.

Sex and Race/Ethnicity

The career choice of health technology was dominated by nonblack women, though to a lesser extent than the other NAH professions. Nonetheless, since 1966, it has become an increasingly popular choice among women: In 1966, 73.7 percent of the aspiring health technicians were women; in 1974, 79.3 percent were women (Figure IV-1). The number of men interested in health technology peaked in 1972, then declined, registering an overall increase of only 13.5 percent during the eight-year period studied here. The number of women, on the other hand, grew steadily for an overall

FIGURE IV-1

Race and Sex Distribution of 1966, 1972, and 1974 Freshmen Aspiring to Become Health Technicians



increase of 55.2 percent since 1966.

The proportion of blacks among aspiring health technicians remained fairly steady: 8 percent in 1966, 7.4 percent in 1972, and 7.7 percent in 1974; but the number of black aspiring health technicians increased by 39.3 percent, consistent with the growth in the number of entering freshmen.

In each freshman class studied, a very small proportion of the students classified as nonblack belonged to a racial/ethnic minority: 5.7 percent in 1966, 6.9 percent in 1972, and 5.4 percent in 1974. Both the proportion and the number of nonblack minority students interested in health technology peaked in 1972;

over the entire eight-year period, however, the growth in numbers was a healthy 38.5 percent (Table IV-2).

Table IV-2

Numbers and Distribution of Nonblack Minority Group Members Aspiring to Become Health Technicians--1974, 1972 and 1966 Freshman Classes

	1974		1972		1966	
	N	%	N	%	N	%
American Indian	236	17.3	277	15.6	66	6.7
Oriental	314	23.0	479	26.9	344	34.9
Mexican-American	232	17.0	332	18.7	---	---
Puerto Rican	148	10.9	177	9.9	---	---
Other	434	31.8	515	28.9	575	58.4
TOTAL	1364	100.0	1780	100.0	985	100.0

In 1974, Spanish-speaking minority students (Mexican-Americans, Puerto Ricans) constituted the largest group among nonblack minorities planning on careers in health technology (27.9 percent), followed by "others," Orientals, and American Indians. Orientals were somewhat overrepresented, and Mexican-Americans underrepresented, among aspiring health technicians, relative to their proportions in the entering freshman class. The number of American Indians increased by 257.6 percent between 1966 and 1974, while the number of Orientals decreased by 8.7 percent. In 1966, the racial/ethnic item on the freshman questionnaire did not include the categories of Mexican-American and Puerto Rican, so the growth rate of these groups cannot be computed. Because of their small numbers, all these minority students are included in the nonblack

category and are not discussed separately in this chapter.

Age and Marital/Dating Status

As was true of the typical freshman, the typical aspiring health technician entered college at age 18, directly after high school graduation. There were some interesting differences, however, depending on sex and race/ethnicity. Men were more likely than women (28.2 percent versus 16 percent), and blacks were more likely than nonblacks (41.1 percent versus 16.7 percent), to be 19 or older at the time of college entry (Table IV-3). The youngest group was nonblack women, who constituted the majority (73.5 percent) of aspiring health technicians.

The great majority of nonblacks (93.1 percent) had graduated from high school in 1974, whereas one in four blacks had graduated earlier (Table IV-4). Among black men, who tended to be older than

Table IV-3

Age Distribution, by Race and Sex--1974 Aspiring Health Technicians

Age as of 31 December, 1974	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
16 or younger	.0	.0	.0	.0	.5	.1	.0	.4	.1
17	2.4	1.4	2.3	4.4	2.0	4.2	4.0	1.9	3.8
18	71.4	50.7	69.5	81.3	58.7	79.6	79.3	56.7	77.5
19	18.5	18.8	18.5	11.2	16.7	11.6	12.7	17.2	13.1
20	1.1	7.5	1.7	1.2	3.5	1.3	1.1	4.5	1.4
21 or older	6.6	21.6	8.0	1.9	18.6	3.1	2.9	19.4	4.3

Table IV-4

High School Graduation Year/Status, by Race and Sex--1974 Aspiring Health Technicians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Graduated 1974	89.4	63.9	87.0	94.0	78.1	92.9	93.1	74.4	91.7
Graduated 1973	3.5	4.4	3.6	3.4	6.2	3.6	3.4	5.7	3.6
Graduated 1972	.5	3.2	.7	.4	2.2	.5	.4	2.5	.5
Graduated 1971 or earlier	4.6	7.5	4.9	1.3	7.6	1.7	2.0	7.5	2.4
Passed G.E.D. test	.7	21.1	2.6	.5	2.8	.6	.5	7.5	1.0
Never completed high school	1.3	.0	1.2	.5	3.1	.7	.7	2.3	.8

any other subgroup of aspiring health technicians, only about three-fifths were 1974 graduates; 15.1 percent had graduated earlier, while fully one-fifth had entered college after passing the General Educational Development (G.E.D.) test.

Consistent with their tendency to be slightly older, blacks planning to become health technicians were more likely to be married than were nonblacks (13.6 percent versus 1.7 percent) (Table IV-5). Men (both black and nonblack) tended to be dating several people, whereas women tended to be seeing one person exclusively. About one in five of the entire group said they had not dated in recent months, a figure close to the national norm.

Table IV-5

Marital/Dating Status, by Race and Sex--1974 Aspiring Health Technicians

Marital/Dating Status	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Presently married	3.0	15.7	4.2	1.4	12.9	2.2	1.7	13.6	2.6
Presently engaged	3.4	1.2	3.2	3.9	7.2	4.1	3.8	5.7	3.9
Have been seeing one person exclusively	31.2	22.7	30.4	42.9	38.7	42.6	40.6	34.7	40.1
Have been seeing several persons, but no one exclusively	43.2	44.0	43.3	34.0	23.8	33.2	35.8	28.9	35.3
Have not been dating in recent months	19.2	16.4	18.9	17.9	17.4	17.9	18.1	17.2	18.1

Socioeconomic Background

With a median parental income of $13,487, aspiring health technicians came from slightly less affluent backgrounds than did freshmen-in-general or aspiring dietitians and therapists, but from more affluent backgrounds than did aspiring nurses. As usual, blacks who planned to become health technicians came from significantly less affluent families, reporting parental incomes

that averaged about half the median parental income of nonblacks. Nonetheless, fewer blacks in this group than in the other three NAH professions came from the lowest income interval (under $6,000) and more came from the middle income levels ($6,000-$24,999). Of the four subgroups, black women came from the most deprived backgrounds whereas nonblack women came from the wealthiest backgrounds, though in fact their median parental income was only slightly higher than that of the average female freshman ($14,223 and $14,089, respectively).

Table IV-6

Parental Income (1973), by Race and Sex--1974 Aspiring Health Technicians

Parental Income (1973)	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Less than $3,000	2.7	5.2	2.9	1.6	14.3	2.5	1.8	11.9	2.6
$3,000 - $3,999	4.7	10.6	5.2	1.6	5.8	1.9	2.3	7.1	2.7
$4,000 - $5,999	3.0	12.1	3.9	3.9	19.9	5.1	3.7	17.6	4.8
$6,000 - $7,999	3.0	10.7	3.8	4.5	21.2	5.8	4.2	18.4	5.3
$8,000 - $9,999	9.3	11.4	9.5	10.1	11.8	10.2	9.9	11.7	10.1
$10,000 - $12,499	20.4	15.5	19.9	19.1	14.0	18.8	19.4	14.4	19.0
$12,500 - $14,999	18.9	14.6	18.5	13.3	5.1	12.7	14.5	7.7	14.0
$15,000 - $19,999	16.1	11.5	15.7	19.2	2.9	18.0	18.6	5.3	17.5
$20,000 - $24,999	11.4	5.1	10.8	12.2	3.2	11.6	12.1	3.7	11.4
$25,000 - $29,999	3.0	1.7	2.8	5.4	.6	5.0	4.8	.9	4.5
$30,000 - $34,999	2.9	.0	2.6	3.2	.7	3.0	3.1	.5	2.9
$35,000 - $39,999	1.9	.0	1.7	2.2	.0	2.1	2.2	.0	2.0
$40,000 - $49,999	2.3	1.5	2.3	1.6	.4	1.5	1.7	.7	1.7
$50,000 or more	.6	.0	.5	2.1	.0	1.9	1.7	.0	1.6
Median	$13,421	$9,966	$13,143	$14,223	$6,933	$13,628	$13,996	$7,443	$13,487

When the median incomes of 1966, 1972, and 1974 aspiring health technicians are converted into 1966 constant dollars as deflated by the Consumer Price Index, one finds a small improvement in the economic status of men, especially black men, whose median parental income increased by $1,402 between 1966 and 1974; the corresponding increase for nonblack men was $1,322 (Table IV-7). There was no change in the median parental income of black women

over the eight-year period, whereas that of nonblack women registered a very modest increase of $198. These findings suggest that health technology is becoming an increasingly attractive career option to men from slightly more affluent backgrounds.

Table IV-7

Median Parental Income in Constant Dollars,[a] by Race and Sex--1974, 1972, and 1966 Aspiring Health Technicians

Freshman Class	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974	$9,167	$6,807	$8,977	$9,715	$4,736	$9,309	$9,560	$5,084	$9,212
1972	$8,832	$5,122	$8,500	$9,652	$4,991	$9,428	$9,439	$5,040	$9,184
1966	$7,845	$5,405	$7,443	$9,517	$4,736	$9,269	$9,097	$5,120	$8,746

[a]Median parental income figures are in fiscal 1966 constant dollars as deflated by the Consumer Price Index.

Among nonblack men, this inference is strengthened by the finding of an increase in father's educational level: In 1966, only 14.9 percent reported that their fathers were college graduates or better, as compared with 22.1 percent in 1974 (Table IV-8). But the trend was reversed for black men as well as for black women, whereas the proportion of nonblack women reporting that their fathers had at least a baccalaureate remained the same.

Aspiring health technicians were somewhat less likely than were freshmen-in-general or aspiring therapists and dietitians, but more likely than were aspiring nurses, to have college-educated (or better) fathers. Overall, nonblacks tended to have better-educated fathers than did blacks, and women to have better-educated fathers than did men. Of the four subgroups, nonblack women had the best-educated fathers, with one-fourth saying their fathers

had at least the baccalaureate, and an additional 53.3 percent saying their fathers were high school graduates or had some college. In contrast, about 57 percent of the blacks (male and female) said their fathers had not graduated from high school.

The same pattern was found for mother's education: The mothers of aspiring health technicians were less educated than the mothers of aspiring therapists and dietitians or of fresh-

Table IV-8

Father's Education, by Race and Sex--1974, 1972, and 1966 Aspiring Health Technicians

Father's Education	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	9.9	26.6	11.4	7.6	26.0	8.8	8.0	26.2	9.3
Some high school	18.4	30.9	19.5	13.8	30.5	14.9	14.7	30.6	15.9
High school graduate	32.0	27.3	31.5	33.5	21.8	32.7	33.2	23.2	32.5
Postsecondary school other than college	5.2	4.2	5.1	6.4	3.6	6.2	6.2	3.8	6.0
Some college	12.4	8.5	12.0	13.4	10.5	13.2	13.2	9.9	13.0
College degree	13.1	1.0	12.0	15.9	3.8	15.1	15.4	3.0	14.5
Some graduate school	1.4	1.5	1.4	1.8	.6	1.7	1.7	.8	1.6
Graduate degree	7.6	.0	7.0	7.7	3.3	7.4	7.7	2.4	7.3
1972:									
Grammar school or less	12.4	24.1	13.6	7.0	23.6	7.8	8.3	23.8	9.3
Some high school	22.9	18.3	22.5	15.0	32.0	15.8	16.9	26.4	17.5
High school graduate	39.6	40.0	39.6	35.4	25.0	34.9	36.5	31.2	36.1
Some college	11.6	2.0	10.6	17.9	9.2	17.5	16.4	6.2	15.7
College degree	7.8	4.4	7.5	13.0	3.9	12.5	11.7	4.1	11.2
Some graduate school	.9	.0	.8	2.3	1.2	2.2	1.9	.7	1.8
Graduate degree	4.9	11.2	5.5	9.5	5.1	9.3	8.3	7.6	8.3
1966:									
Grammar school or less	12.9	27.7	14.8	6.4	22.5	7.3	8.0	24.8	9.3
Some high school	20.6	31.0	22.0	15.7	20.9	16.1	17.0	25.4	17.6
High school graduate	34.8	22.8	33.3	31.7	31.9	31.7	32.5	27.9	32.1
Some college	16.7	6.9	15.5	22.0	11.4	21.4	20.7	9.4	19.8
College degree	9.2	10.0	9.3	16.3	11.7	16.0	14.6	10.9	14.3
Postgraduate degree	5.7	1.6	5.2	7.9	1.5	7.5	7.4	1.6	6.9

men-in-general. In 1974, 15.7 percent of the nonblack women but only 8.8 percent of the black women and about 12 percent each of the black and nonblack men reported that their mothers had a college education or better (Table IV-9). Between 1966 and 1974, the proportions of mothers with at least a baccalaureate had increased for both nonblack and black men but had decreased for black women and remained about the same for nonblack women.

Table IV-9

Mother's Education, by Race and Sex--1974, 1972, and 1966 Aspiring Health Technicians

Mother's Education	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	4.8	3.6	4.7	3.5	6.5	3.7	3.8	5.8	3.9
Some high school	11.9	31.4	13.6	10.1	33.4	11.8	10.5	32.9	12.2
High school graduate	54.9	39.4	53.6	48.9	38.8	48.1	50.1	39.0	49.3
Postsecondary school other than college	[illegible]	6.6	4.6	9.1	3.5	8.7	8.2	4.3	7.9
Some college	11.2	7.1	10.8	12.7	9.1	12.5	12.4	8.6	12.1
College degree	7.9	9.4	8.0	12.1	3.7	11.5	11.2	6.0	10.8
Some graduate school	1.6	.8	1.6	1.6	1.0	1.6	1.6	1.0	1.6
Graduate degree	3.3	1.8	3.2	2.0	4.1	2.2	2.3	3.6	2.4
1972:									
Grammar school or less	8.9	12.9	9.4	4.5	7.4	4.7	5.6	9.7	5.9
Some high school	15.9	26.7	17.1	11.4	39.8	12.9	12.5	34.3	14.0
High school graduate	49.8	29.9	47.5	51.0	39.9	50.4	50.7	35.6	49.7
Some college	14.2	8.7	13.6	17.5	9.0	17.0	16.7	8.9	16.1
College degree	7.0	11.1	7.5	11.1	2.7	10.6	10.1	6.2	9.8
Some graduate school	.6	.0	.5	1.8	.4	1.8	1.5	.2	1.4
Graduate degree	3.5	10.7	4.4	2.6	.8	2.5	2.9	5.0	3.0
1966:									
Grammar school or less	8.7	17.1	9.8	5.9	14.4	6.4	6.6	15.6	7.3
Some high school	18.9	26.7	20.0	12.2	32.8	13.4	13.9	30.0	15.1
High school graduate	53.0	39.0	51.1	41.8	33.6	41.3	44.5	36.0	43.9
Some college	13.1	8.3	12.5	25.5	4.8	24.2	22.4	6.4	21.2
College degree	4.7	7.7	5.1	13.4	11.2	13.3	11.3	9.6	11.2
Postgraduate degree	1.6	1.3	1.6	1.3	3.2	1.4	1.4	2.4	1.4

Finally, as is the case with most students, aspiring health technicians tended to have fathers who were better educated than their mothers: In 1974, 23.4 percent said that their fathers were college graduates or better, but only 14.8 percent reported the same for their mothers. The pattern was reversed, however, among blacks. Indeed, 12 percent of the black men reported that their mothers had at least a baccalaureate, whereas only 2.5 percent reported the same for their fathers.

Paralleling racial/ethnic differences in parental income and education, blacks among aspiring health technicians were much more likely than were nonblacks to report that their fathers worked in low-level occupations: Close to half (compared with 34.8 percent of the nonblacks) said their fathers were skilled or unskilled workers, one-fifth (versus 16.5 percent) said their fathers were in "other nonprofessional" fields, and 7.9 percent (versus 1.4 percent) said their fathers were unemployed (Table IV-10). Of the four subgroups, nonblack women were most likely to have fathers who were in high-level occupations: About one in seven said her father worked in one of the professions, and another one in four said her father was in business. The proportions of nonblack men reporting that their fathers worked in a profession or in business were slightly smaller. Only about one in seven black men and about one in five black women had a father who worked in a high-status occupation.

Table IV-10

Father's Occupation, by Race and Sex--1974 Aspiring Health Technicians

Father's Occupation	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Physician	1.4	.0	1.3	.8	.4	.8	.9	.3	.9
Dentist	.1	.0	.0	.5	.0	.5	.4	.0	.4
Pharmacist	.5	.0	.5	.0	.0	.0	.1	.0	.1
Optometrist	.7	.0	.6	.1	.0	.1	.2	.0	.2
Veterinarian	.0	.0	.0	.1	.6	.1	.1	.4	.1
Nurse	.1	.0	.1	.0	4.9	.3	.0	3.6	.3
Home Economist-Dietitian	.0	.0	.0	.0	.0	.0	.0	.0	.0
Health technician or technologist	2.3	.0	2.1	.4	.0	.4	.8	.0	.8
Therapist	.0	.0	.0	.0	.4	.0	.0	.3	.0
Artist	.3	.0	.3	.4	.0	.4	.4	.0	.4
Business manager	23.0	9.1	21.9	25.2	7.2	24.1	24.7	7.7	23.6
Clergy	.6	.0	.5	.6	3.1	.8	.6	2.3	.7
Educator (college)	1.0	.0	.9	.5	.0	.5	.6	.0	.6
Educator (secondary)	3.9	1.7	3.7	1.3	.8	1.2	1.8	1.0	1.8
Educator (elementary)	.5	.0	.4	.6	.0	.6	.6	.0	.5
Education (special)	.0	.0	.0	.3	.5	.3	.3	.3	.3
Engineer	5.6	.0	5.2	6.8	3.9	6.6	6.5	2.9	6.3
Farmer/Forester	3.8	.0	3.5	5.8	2.5	5.6	5.4	1.8	5.2
Lawyer	.9	.0	.9	1.2	.4	1.1	1.1	.3	1.1
Research scientist	.0	.0	.0	.5	.0	.4	.4	.0	.4
Skilled worker	21.9	27.0	22.3	23.2	17.3	22.9	22.9	19.8	22.7
Unskilled worker	15.4	26.8	16.3	11.1	31.2	12.3	11.9	30.0	13.1
Other professional[a]	1.4	2.8	1.5	2.5	.3	2.4	2.3	.9	2.2
Other nonprofessional[b]	15.8	22.3	16.3	16.7	19.9	16.9	16.5	20.6	16.8
Unemployed	.8	10.3	1.6	1.6	7.1	1.9	1.4	7.9	1.8

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b]Includes homemaker.

Similar patterns were found with respect to mother's occupation (Table IV-11). Blacks among aspiring health technicians were more likely than were nonblacks to have mothers who were teachers (8.7 percent versus 5.9 percent), nurses (11.3 percent versus 4.6 percent) and unskilled workers (8.8 percent versus 4.5 percent). Blacks were also more likely to say that their mothers were unem-

ployed (13.4 percent versus 6.8 percent). Nonblacks were more likely than were blacks to report that their mothers worked in business occupations (8.1 percent versus 2.4 percent) or in "other nonprofessional" fields (65.1 percent versus 49.6 percent), a category that includes homemakers.

Table IV-11

Mother's Occupation, by Race and Sex--1974 Aspiring Health Technicians

Mother's Occupation	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Physician	.0	.0	.0	.1	.0	.1	.1	.0	.1
Dentist	.0	.0	.0	.0	.0	.0	.0	.0	.0
Pharmacist	.8	.0	.7	.3	.0	.3	.4	.0	.4
Optometrist	.0	.0	.0	.0	.0	.0	.0	.0	.0
Veterinarian	.0	.0	.0	.0	.0	.0	.0	.0	.0
Nurse	4.6	13.9	5.4	4.7	10.4	5.0	4.6	11.3	5.1
Home Economist-Dietitian	.0	2.1	.2	.7	1.1	.7	.6	1.3	.6
Health technician or technologist	.0	1.9	.2	.7	.5	.7	.6	.9	.6
Therapist	.0	.0	.0	.1	.0	.1	.1	.0	.1
Artist	.0	.0	.0	.5	.0	.5	.4	.0	.4
Business manager	10.7	2.0	9.9	7.4	2.6	7.1	8.1	2.4	7.7
Clergy	.0	.0	.0	.1	1.6	.2	.1	1.2	.2
Educator (college)	.2	1.9	.3	.1	.0	.1	.2	.5	.2
Educator (secondary)	2.6	1.5	2.5	1.4	3.3	1.5	1.6	2.8	1.7
Educator (elementary)	2.8	5.3	3.0	3.2	2.8	3.2	3.1	3.5	3.2
Education (special)	1.3	1.1	1.2	.9	2.1	1.0	1.0	1.9	1.0
Engineer	.2	.0	.2	.0	.0	.0	.1	.0	.1
Farmer/Forester	.0	.0	.0	.4	.7	.4	.3	.5	.3
Lawyer	.0	.0	.0	.0	.0	.0	.0	.0	.0
Research scientist	.0	.0	.0	.0	.0	.0	.0	.0	.0
Skilled worker	2.1	.0	1.9	.9	.0	.8	1.1	.0	1.0
Unskilled worker	3.4	5.1	3.6	4.8	10.1	5.1	4.5	8.8	4.8
Other professional[a]	3.1	1.9	2.9	.9	1.9	.9	1.3	1.9	1.4
Other nonprofessional[b]	58.9	46.7	57.8	66.6	50.7	65.6	65.1	49.6	64.0
Unemployed	9.5	16.9	10.1	6.1	12.2	6.5	6.8	13.4	7.3

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist.

[b]Includes homemaker.

College Finances

Since recent court decisions have ruled that parents are no longer required to contribute toward the college education of their children who have reached the age of majority (18 years, in most states), many entering freshmen now claim financial independence, thus becoming eligible to receive federal student aid for which they might not otherwise qualify. In 1974, 18.2 percent of all freshmen claimed financial independence, in contrast to 32.5 percent of the black but only 13.6 percent of the nonblack aspiring health technicians (Table IV-12). Among blacks, fully two-fifths of the men and 29.4 percent of the women claimed financial independence.

Table IV-12

Financial Independence from Parents, by Race and Sex--1974 Aspiring Health Technicians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Financial independence THIS year:									
No	85.4	59.1	82.9	86.7	70.6	85.6	86.4	67.5	85.0
Yes	14.6	40.9	17.1	13.3	29.4	14.4	13.6	32.5	15.0
Financial independence LAST year:									
No	84.6	62.9	82.7	90.9	69.5	89.5	89.7	67.8	88.1
Yes	15.4	37.1	17.4	9.1	30.5	10.5	10.4	32.2	11.9

Consistent with these racial/ethnic differences, nonblacks were almost twice as likely as were blacks to rely on parental aid (80 percent versus 49.3 percent) to help pay for their first year of college (Table IV-13). Women were slightly more likely than were men to receive parental aid, but the racial/ethnic difference was about the same among women as for the total group. More-

over, the average amount expected from parents was only $401 for blacks but $760 for nonblacks. This difference was, of course, attributable to the lower parental incomes of blacks; in fact, of the four subgroups of aspiring health technicians, the parents of black women--who tended to have the lowest incomes--appeared to be willing to pay a greater proportion of their income toward the education of their children than were other parents: 6.1 percent of annual income would go for the first year of college, compared

Table IV-13

Anticipated Sources and Amounts of Financial Support for First Year of College, by Race and Sex--1974 Aspiring Health Technicians

		Men			Women			Total		
		Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Parental, or family aid or gift	%	75.6	48.6	73.0	81.0	49.5	78.7	80.0	49.3	77.5
	(Medn.)	$648	$349	$611	$790	$421	$772	$760	$401	$737
Basic Educational Opportunity Grants	%	22.3	36.2	23.4	17.7	54.2	20.3	18.6	49.3	21.0
	(Medn.)	$386	$778	$426	$429	$863	$461	$417	$689	$453
Supplemental Educational Opportunity Grants	%	3.1	10.8	3.8	4.3	15.3	5.1	4.1	14.1	4.8
	(Medn.)	$410	$309	$375	$357	$728	$400	$364	$606	$396
College Work Study grant	%	6.7	22.9	8.3	8.5	20.6	9.4	8.2	21.2	9.2
	(Medn.)	$599	$414	$552	$390	$551	$410	$417	$508	$430
State scholarship or grant	%	13.4	6.5	12.7	19.1	15.1	18.8	17.9	12.9	17.5
	(Medn.)	$386	$826	$405	$366	$564	$373	$368	$625	$377
Local or private scholarship or grant	%	6.9	5.9	6.8	18.6	15.8	18.4	16.2	13.2	16.0
	(Medn.)	$343	$812	$357	$364	$339	$362	$362	$355	$362
Federal Guaranteed Student Loan	%	10.7	23.5	11.9	7.5	7.3	7.5	8.2	11.3	8.4
	(Medn.)	$1,253	$888	$1,204	$1,133	$388	$1,081	$1,175	$552	$1,126
National Direct Student Loan	%	6.6	17.2	7.6	6.9	12.5	7.3	6.9	13.7	7.3
	(Medn.)	$800	$507	$753	$650	$640	$648	$690	$594	$676
Other loan	%	5.3	6.3	5.4	3.8	2.3	3.7	4.1	3.3	4.0
	(Medn.)	$354	$358	$354	$975	$330	$952	$821	$342	$773
Full-time work	%	10.0	10.6	10.0	6.3	6.8	6.3	7.0	7.8	7.1
	(Medn.)	$593	$956	$644	$401	$287	$389	$436	$401	$433
Part-time or summer work	%	69.4	46.2	67.2	60.1	25.6	57.5	61.9	30.8	59.5
	(Medn.)	$446	$527	$409	$328	$291	$326	$349	$339	$348
Savings	%	52.0	32.4	50.2	51.0	10.3	48.0	51.2	15.8	48.5
	(Medn.)	$422	$388	$420	$348	$256	$346	$361	$310	$359
Spouse	%	2.6	8.9	3.2	1.1	1.3	1.1	1.4	3.3	1.6
	(Medn.)	$461	>$4,000	$1,296	$436	$250	$409	$446	>$4,000	$456
Your G.I. benefits	%	3.0	13.4	4.0	.4	.0	.4	.9	3.4	1.1
	(Medn.)	$2,505	$2,447	$2,496	$250	$0	$250	$1,612	$2,447	$1,968
Your parent's G.I. benefits	%	1.1	1.5	1.2	1.3	.6	1.2	1.2	.8	1.2
	(Medn.)	$250	$250	$250	$738	$250	$613	$447	$250	$428
Social security dependent's benefits	%	3.9	4.4	4.0	6.6	5.9	6.5	6.0	5.6	6.0
	(Medn.)	$457	$250	$423	$391	$489	$397	$399	$405	$400
Other	%	3.8	6.8	4.0	3.0	6.1	3.2	3.1	6.3	3.4
	(Medn.)	$324	$250	$309	$402	$828	$426	$379	$464	$390

with 5.6 percent for nonblack women, 4.8 percent of nonblack men, and 3.5 percent for black men.

In general, larger proportions of blacks than of nonblacks received federal student aid: The participation rates were 49.3 percent for blacks but 18.6 percent for nonblacks in Basic Educational Opportunity Grants (BEOG), 14.1 percent for blacks but 4.1 percent for nonblacks in Supplemental Educational Opportunity Grants (SEOG), and 21.2 percent for blacks but 8.2 percent for nonblacks in College Work-Study (CWS) programs. Further, in each case the average grant to blacks was larger than the average grant to nonblacks. On the other hand, larger proportions of nonblacks than of blacks received state scholarships (17.9 percent versus 12.9 percent) and local or private scholarships (16.2 percent versus 13.2 percent). Blacks were more likely to take loans of some kind, but nonblacks tended to borrow larger amounts.

A very small proportion of all students (one-tenth of the men and 6.3 percent of the women) relied on full-time work as a way of financing their freshman year. Moreover, fully three-fifths of the nonblacks but only 30.8 percent of the blacks planned to work part time or during the summer to pay for college. The racial/ethnic difference was most striking among women (60.1 percent of nonblacks versus only 25.6 percent blacks). Over half the nonblacks but only 15.8 percent of the blacks also relied on their savings, nonblacks expecting larger amounts than blacks.

Since the proportion of married students was highest among black men aspiring to become health technicians, it is not sur-

prising to find that nearly one in ten expected to get help from his spouse, averaging $4,000, to finance college. The proportion of other subgroups relying on their spouses for financial help was 1 to 2 percent, never amounting to more than $500.

Of all the subgroups of aspiring health technicians, black men were also the most likely to rely on their own G.I. benefits (13.4 percent, compared with 3 percent of nonblack men and of all male freshmen). Earlier in the chapter, it was pointed out that 21.1 percent of the black men aspiring to become health technicians had never graduated from high school; instead, apparently, they had entered military service, where they were encouraged to take the G.E.D. test, after which they went on to college, relying heavily on their G.I. benefits (as well as other federal student aid programs) to support themselves. Overall, however, their precarious economic position is reflected in the relatively large proportion (two in five) who expressed major concern over their ability to finance a college education (Table IV-14).

Table IV-14

Concern Over Financing College Education, by Race and Sex--
1974, 1972, and 1966 Aspiring Health Technicians

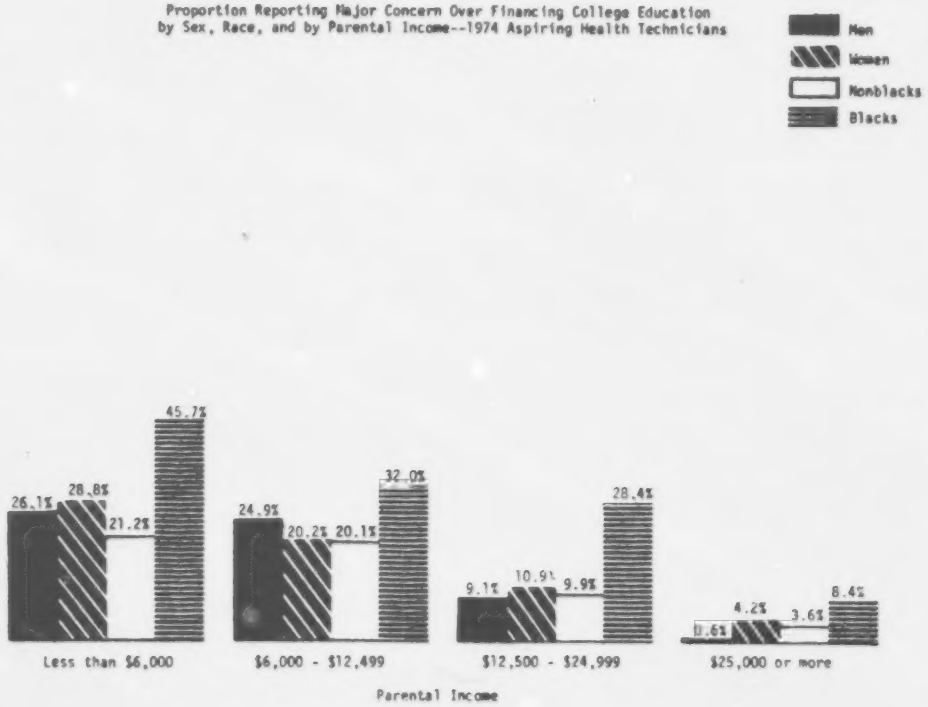
	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
No concern	36.1	26.4	35.2	38.0	18.6	36.6	37.6	20.7	36.3
Some concern	51.0	33.5	49.4	49.4	49.1	49.4	49.7	45.1	49.4
Major concern	12.9	39.8	15.4	12.6	32.4	14.0	12.7	34.3	14.3
1972:									
No concern	29.0	27.5	28.8	34.8	24.7	34.2	33.4	25.9	32.8
Some concern	55.5	35.7	53.1	52.9	46.1	52.5	53.5	41.7	52.7
Major concern	15.6	36.8	18.1	12.3	29.2	13.3	13.1	32.4	14.5
1966:									
No concern	27.7	26.3	27.5	37.2	18.9	36.1	34.9	22.3	33.8
Some concern	66.7	47.0	63.9	54.0	63.1	54.5	57.1	55.7	57.0
Major concern	5.6	26.8	8.6	8.9	18.0	9.4	8.1	22.0	9.2

About one in three black women, but only about 13 percent of the nonblacks of either sex, manifested this degree of anxiety; the figure for all freshmen was 14.7 percent.

As is to be expected, concern over ability to pay for college was related to parental income (Figures IV-2 and IV-3): Students from higher income groups were less concerned than were students from lower income groups, with blacks in each income group expressing more concern than nonblacks. Of particular interest is the middle-income ($12,500-$24,999) range, in that considerably larger proportions of blacks than of nonblacks expressed major concern over their ability to pay for college education: Fully one-third of the black men in this income category, but fewer than

FIGURE IV-2

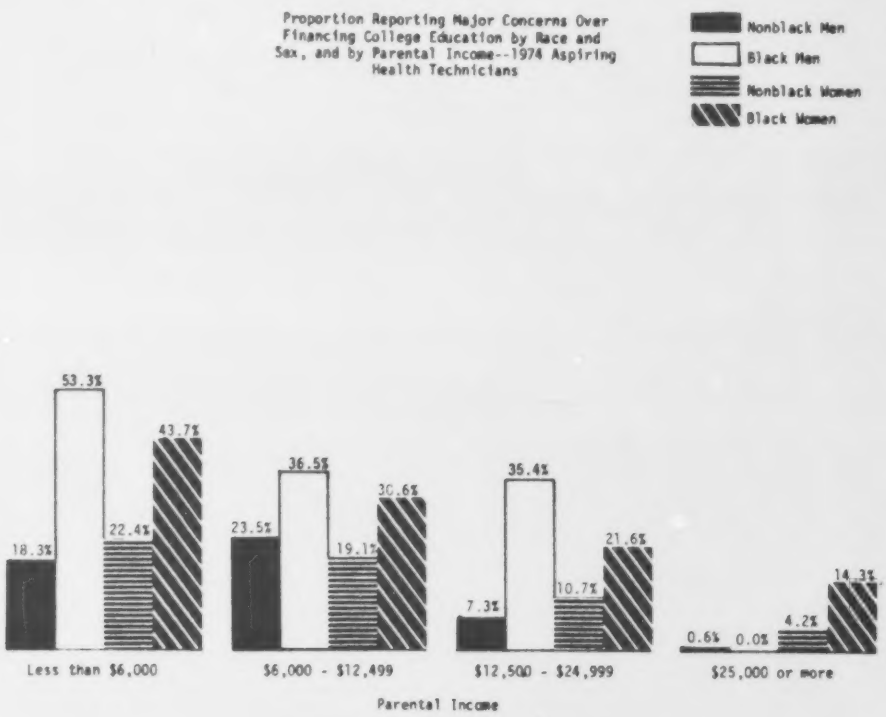
Proportion Reporting Major Concern Over Financing College Education by Sex, Race, and by Parental Income--1974 Aspiring Health Technicians



one-tenth of the nonblack men, were worried over finances. Students in this range generally do not qualify for federal student aid programs, yet their parental income may not be sufficient to take care of their college expenses, at least in the case of the blacks; there is no obvious explanation for the racial/ethnic difference on this point.

FIGURE IV-3

Proportion Reporting Major Concerns Over Financing College Education by Race and Sex, and by Parental Income--1974 Aspiring Health Technicians



Self-Ratings

The self-image projected by aspiring health technicians was modest: On about half of the 22 attributes listed on the student questionnaire, the proportion of aspiring health technicians rating themselves as above average was equal to the proportion of all

freshmen; on the remainder, fewer health technicians than freshmen-in-general rated themselves high (Table IV-15). For instance, aspiring health technicians were less likely than was the average freshman to regard themselves as outstanding in leadership ability (32.6 percent versus 41.3 percent), originality (28.5 percent versus 37.4 percent), and athletic ability (28.5 percent versus 38.5 percent).

Table IV-15

Self-Ratings,[a] by Race and Sex--1974 Aspiring Health Technicians and All Freshmen

Trait	Men			Women			Total			National Norms
	HEALTHERS	BLACKS	TOTAL	HEALTHERS	BLACKS	TOTAL	HEALTHERS	BLACKS	TOTAL	
Academic ability	48.5	40.3	47.8	66.6	32.2	56.7	56.6	34.2	54.9	53.0
Athletic ability	44.3	66.9	46.1	24.2	29.8	25.9	33.3	31.2	29.5	38.5
Artistic ability	16.8	8.2	16.0	18.0	19.8	16.2	16.1	16.3	16.1	19.5
Cheerfulness	46.1	59.2	47.2	53.3	57.9	53.6	51.8	58.2	52.2	52.2
Defensiveness	24.5	32.1	26.9	27.5	37.9	29.2	26.9	41.3	28.8	27.1
Drive to achieve	64.9	74.9	66.6	66.5	74.8	61.5	69.4	74.2	68.5	69.9
Leadership ability	33.3	54.2	35 1	32.8	30.4	31.9	32.3	36.3	32.6	41.3
Mathematical ability	27.9	27.1	27.9	34.3	19.1	33.2	32.9	21.1	32.0	33.6
Mechanical ability	34.6	28.4	34.1	13.1	8.8	12.8	17.6	12.8	17.1	23.8
Originality	33.5	22.3	32.6	27.7	24.7	27.5	28.9	24.2	28.5	37.4
Physical attractiveness	18.6	48.4	21.8	29.1	29.2	29.8	19.9	33.1	20.9	26.1
Political conservatism	8.8	5.8	8.6	7.2	5.9	7.1	7.6	5.8	7.4	10.5
Political liberalism	22.1	18.4	21.8	14.7	8.5	14.2	16.1	10.9	15.8	20.1
Popularity	22.1	20.9	22.0	24.3	27.5	24.8	23.9	25.9	24.1	30.2
Popularity with opposite sex	25.8	38.6	26.9	23.2	36.9	24.2	23.9	40.2	25.1	29.4
Public speaking ability	14.5	13.6	14.4	13.6	19.4	14.8	13.8	17.9	14.1	20.7
Intellectual self-confidence	36.8	52.4	37.4	34.9	41.5	35.4	35.2	44.3	35.8	40.7
Social self-confidence	30.8	34.2	32.1	27.8	40.6	28.7	28.2	43.8	29.4	33.9
Sensitivity to criticism	20.2	26.3	20.8	27.6	29.3	27.1	25.1	21.8	25.8	25.1
Stubbornness	34.9	18.5	33.5	38.8	24.3	37.7	38.8	22.9	36.9	36.9
Understanding of others	64.9	77.1	66.8	67.8	60.1	66.5	66.6	64.2	66.4	65.9
Writing ability	24.8	29.2	24.4	29.8	23.3	28.6	28.8	24.7	27.8	30.5

[a]Self-rating of "above average" or "highest 10 percent" in comparison with "the average student of your own age."

Women were somewhat more self-assured than were men, tending to give themselves high ratings on academic ability, mathematical ability, and cheerfulness. Indeed they were more inclined than

was the average female freshman to rate themselves high on the first two of these attributes as well as on mechanical ability.

Although nonblacks were more likely to see themselves as outstanding on academic ability, mathematical ability, and stubbornness, blacks were generally more confident than were nonblacks, seeing themselves as popular with the opposite sex, socially self-confident, and motivated to achieve. Black men in particular had a favorable opinion of their social skills, rating themselves high on intellectual self-confidence, leadership, physical attractiveness, and understanding of others, though they also saw themselves as defensive and as lacking artistic ability and stubbornness. Nonblack men were apt to rate themselves as no more than average on drive to achieve and cheerfulness. The most striking contrast between the two groups of women is that nonblack women rated themselves high on academic ability and mathematical ability, whereas black women rated themselves low on these qualities.

The picture that emerges from the self-ratings is rather bland in the case of nonblack aspiring health technicians: Like most freshmen, they regarded themselves as understanding of others, cheerful, and possessed of a drive to achieve, but otherwise they manifested no striking qualities. The blacks among aspiring health technicians, on the other hand, emerged as a self-confident group, somewhat uncertain about their academic skills but sure of their social prowess and strongly motivated to achieve.

Life Goals

The freshman questionnaire asked students to indicate the importance they attached to a number of possible life goals; responses to this item generally reveal the value system of the respondent and differentiate between students interested in different occupations, as well as between men and women, blacks and nonblacks.

Like most freshmen, as well as most students aspiring to other NAH professions, aspiring health technicians gave high priority to helping others in difficulty (64.6 percent of aspiring health technicians versus 61.3 percent of all freshmen), developing a meaningful philosophy of life (59.9 percent versus 61.1 percent), raising a family (57.9 percent versus 55 percent), and becoming an authority in their field (51.8 percent versus 62.2 percent) (Table IV-16). The only life goal that they were markedly more likely to endorse than were all freshmen or other aspiring NAH professionals was making a theoretical contribution to science, and it was chiefly the blacks who regarded that as essential or very important (42.1 percent of the blacks, 24.8 percent of the nonblacks, and 13 percent of freshmen-in-general).

In fact, blacks were generally more likely than nonblacks among aspiring health technicians to give high priority to achievement, status, and power (becoming an authority in one's field, obtaining recognition from colleagues, succeeding in one's own business, having administrative responsibility over others, influencing the political structure, being very well-off financially).

As usual, men tended to emphasize materialistic goals (being successful in their own business, being very well-off financially), whereas women tended to emphasize altruistic and expressive goals (helping others in difficulty, developing a meaningful philosophy of life).

Comparing the four subgroups, one finds that nonblack men were less likely than others to value developing a meaningful

Table IV-16

Life Goals,[a] by Race and Sex--1974 Aspiring Health Technicians and All Freshmen

Life Goal	Men			Women			Total			National Norms
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	8.0	6.0	7.8	6.7	7.3	6.8	7.0	6.9	6.9	11.4
Becoming an authority in my field	52.6	62.8	53.6	50.3	65.6	51.3	50.8	64.9	51.8	62.2
Obtaining recognition from my colleagues for contributions to my field	33.8	43.7	34.8	32.1	46.0	33.1	32.5	45.4	33.4	39.0
Influencing the political structure	6.0	9.0	6.3	5.1	15.2	5.7	5.2	13.5	5.9	12.5
Influencing social values	16.0	24.6	16.7	19.2	24.3	19.5	18.5	24.4	19.0	27.2
Raising a family	53.5	53.1	53.5	59.4	52.8	59.0	58.3	52.9	57.9	55.0
Having administrative responsibility for the work of others	26.3	30.3	26.7	19.6	30.9	20.4	20.9	30.8	21.7	25.6
Being very well-off financially	49.9	69.4	51.8	37.4	65.3	39.2	39.9	66.5	41.8	45.8
Helping others who are in difficulty	58.0	55.0	57.8	66.3	66.0	66.2	64.7	62.9	64.6	61.3
Making a theoretical contribution to science	22.7	42.7	24.6	25.4	41.8	26.4	24.8	42.1	26.0	13.0
Writing original works (poems, novels, short stories, etc.)	7.5	4.4	7.2	7.2	7.0	7.2	7.2	6.4	7.2	11.9
Creating artistic work (painting, sculpture, decorating, etc.)	8.?	12.8	8.4	10.3	4.1	9.8	9.7	6.6	9.6	13.9
Being successful in a business of my own	28.2	35.5	28.9	16.8	20.9	17.1	19.1	24.9	19.5	37.9
Becoming involved in programs to clean up the environment	25.5	33.6	26.3	22.0	19.1	21.7	22.6	23.2	22.7	25.9
Developing a meaningful philosophy of life	52.2	65.2	53.5	61.6	61.9	61.6	59.7	62.8	59.9	61.1
Participating in a community action program	26.4	37.8	27.5	24.2	27.0	24.5	24.7	30.1	25.0	27.5
Keeping up to date with political affairs	35.1	37.3	35.2	28.6	29.1	28.7	29.9	31.4	30.0	36.6

[a]Life goals rated as "very important" or "essential".

philosophy of life; that black men were more likely to value materialistic and status-oriented goals (and to a lesser degree, such goals as participating in community action programs and in programs to clean up the environment); and that black women were more likely than nonblack women to value materialistic and status-oriented goals. Finally, nonblack women were somewhat more likely than other subgroups, but less likely than women planning careers in other NAH professions, to rate the life goal of raising a family as very important. Thus, women aspiring to become health technicians seemed somewhat less traditional than other female NAH aspirants, though much more so than women aspiring to medicine (Holmstrom, Knepper, and Kent, Vol. I, 1976, pp. 235-36).

Identity Groups

Asked to indicate the degree to which they identified with each of several groups, aspiring health technicians responded similarly to freshmen-in-general, except in relation to sex identification: 41.8 percent of the aspiring health technicians, but only 36.3 percent of all freshmen, said they identified "strongly" or "strongest of all" with people of their own sex, women being much more likely to feel such an identification than men (Table IV-17).

The group most commonly cited was "people of my own generation" (75.1 percent), followed by "people of my own race or ethnic group" (46.6 percent), the latter being much more often cited by blacks than by nonblacks. Indeed, almost seven out of ten black women and nine out of ten black men felt a strong racial identification,

Table IV-17

Identity Groups, by Race and Sex--1974 Health Technicians and All Freshmen

	Men			Women			Total			National Norms
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	
People who live in my community										
Strongest of all	16.0	17.3	16.1	12.6	9.1	12.3	13.3	11.1	13.1	13.6
Strongly	26.2	22.2	25.9	28.6	19.6	28.0	28.1	20.3	27.5	28.6
Moderately	47.4	45.1	47.2	46.2	48.3	46.4	46.5	47.5	46.6	44.0
Little or none	10.4	15.4	10.8	12.6	22.9	13.3	12.1	21.1	12.8	13.8
People of my own religion										
Strongest of all	3.0	10.3	3.7	6.3	7.6	6.4	5.6	8.3	5.8	6.7
Strongly	14.7	19.9	15.2	15.0	17.9	15.2	14.9	18.4	15.2	16.1
Moderately	46.0	51.1	46.5	44.9	51.0	45.3	45.1	51.0	45.6	42.7
Little or none	36.2	18.7	34.7	33.8	23.4	33.1	34.3	22.3	33.4	34.6
People of my own sex										
Strongest of all	0.9	5.0	1.2	4.0	7.2	4.3	3.4	6.7	3.6	3.5
Strongly	29.6	23.1	29.0	40.7	39.7	40.6	38.4	35.6	38.2	32.8
Moderately	59.3	65.3	59.9	51.0	39.8	50.2	52.7	46.1	52.2	56.1
Little or none	10.2	6.7	9.9	4.3	13.2	5.0	5.5	11.6	6.0	7.5
People of my own race or ethnic group										
Strongest of all	5.1	44.2	8.6	5.9	29.9	7.6	5.7	33.4	7.8	8.2
Strongly	33.7	43.6	34.5	40.0	38.8	39.9	38.7	40.0	38.8	34.4
Moderately	48.8	9.7	45.4	44.3	29.3	43.2	45.3	24.5	43.7	45.5
Little or none	12.4	2.4	11.5	9.8	2.0	9.2	10.3	2.1	9.7	11.9
People of my own generation										
Strongest of all	32.5	27.9	32.1	33.7	26.2	33.2	33.5	26.6	32.9	29.1
Strongly	35.7	52.1	37.1	43.7	41.6	43.5	42.0	44.1	42.2	42.6
Moderately	29.3	18.2	28.3	21.4	26.4	[illegible]7	23.0	24.5	23.1	25.1
Little or none	2.5	1.8	2.5	1.2	5.8	1.6	1.5	4.8	1.8	[illegible]1

whereas only 67.8 percent and 80 percent, respectively, felt a strong identification with their own generation. Nonblacks were more likely than were blacks to identify closely with people in the community. The least important group to aspiring health technicians (as to other students) were people of the same religion, though three in ten black men identified strongly with this group.

Summary

The career choice of health technology, like the other NAH professions, was attractive primarily to nonblack women, though men

constituted 20.6 percent and blacks 7.8 percent, of the total group of aspiring health technicians in 1974. Most entered college at age 18, directly following high school graduation. They came from a somewhat lower socioeconomic background--as measured by parental income, education, and occupation--than did freshmen-in-general or aspiring therapists and dietitians, though higher than that of aspiring nurses. About one in three blacks in the group was financially independent and expressed major concern over being able to pay for college. Nonblacks relied chiefly on parental support, earnings from part-time or summer employment, and savings to finance their college education, whereas blacks more frequently participated in federal student aid programs; over one in ten black men got substantial G.I. benefits.

Aspiring technicians were modest in their self-ratings and conventional in their life goals, though blacks in the group seemed somewhat more dynamic and ambitious than nonblacks. The life goal that chiefly differentiated them from other aspiring NAH professionals--and allied them, to some degree, with aspiring health professionals (Holmstrom, Knepper, and Kent, Vol. I., 1976 p. 234)--was their desire to make a theoretical contribution to science (though it was mentioned by only one in four of the total group).

College Choice

The most common reason for choosing a particular college, cited by half of the aspiring health technicians (and of the total freshman class) as "very important," was the institution's academic

reputation; women were somewhat more concerned with this factor than were men (53.3 percent versus 41.4 percent) (Table IV-18). The next most frequently mentioned reason was special program offerings, which 52 percent of the blacks and 41.8 percent of the nonblacks among aspiring health technicians regarded as very impor-

Table IV-18

Reasons for College Choice, by Race and Sex--1974 and 1972 Aspiring Health Technicians

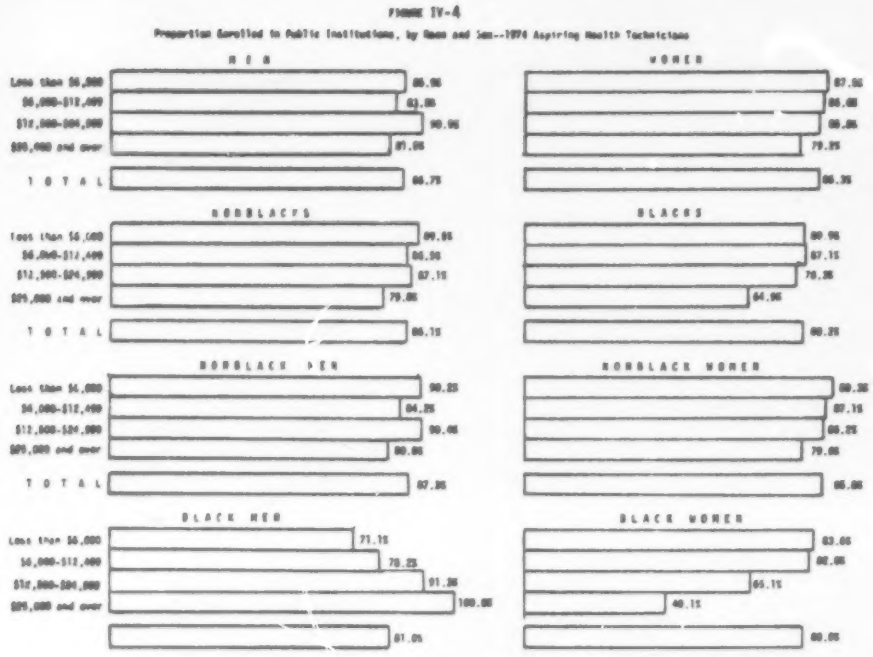
	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974									
Low tuition:									
Very important	27.2	37.9	28.2	28.1	38.9	28.9	28.0	38.7	28.7
Somewhat important	42.0	19.7	40.1	41.3	33.7	40.8	41.4	30.2	40.6
Not important	30.8	42.4	31.8	30.6	27.4	30.4	30.6	31.2	30.7
Special programs offered:									
Very important	34.5	51.4	36.0	43.6	52.2	44.2	41.8	52.0	42.5
Somewhat important	30.4	20.5	29.5	32.8	34.5	32.9	32.3	30.9	32.2
Not important	35.1	28.1	34.5	23.5	13.3	22.9	25.9	17.1	25.3
Offered financial assistance:									
Very important	13.7	35.9	15.7	15.3	44.6	17.3	15.0	42.4	17.0
Somewhat important	15.5	26.9	16.5	16.8	24.8	17.3	16.5	25.3	17.2
Not important	70.8	37.2	67.8	67.9	30.6	65.4	68.5	32.3	65.9
College had good reputation:									
Very important	40.6	48.8	41.4	53.3	53.5	53.3	50.7	52.3	50.8
Somewhat important	49.3	38.0	48.3	40.2	44.9	40.6	42.1	43.1	42.1
Not important	10.1	13.3	10.4	6.5	1.6	6.2	7.2	4.6	7.0
1972									
Low tuition:									
Very important	21.2	14.0	20.4	21.0	13.8	20.6	21.1	13.9	20.6
Somewhat important	38.4	34.2	38.0	33.8	32.4	33.7	34.9	33.1	34.8
Not important	40.4	51.8	41.6	45.2	53.8	45.7	44.0	53.0	44.6
Special programs offered:									
Very important	30.3	34.2	30.7	41.1	31.8	40.6	38.4	32.8	38.0
Somewhat important	36.6	21.2	35.0	25.9	33.8	26.3	28.5	28.8	28.6
Not important	33.1	44.6	34.3	33.0	34.4	33.1	33.1	38.5	33.4
Offered financial assistance:									
Very important	14.2	34.8	16.4	13.0	39.8	14.5	13.3	37.8	15.0
Somewhat important	10.6	22.2	11.8	12.5	17.0	12.8	12.1	19.1	12.5
Not important	75.3	43.0	71.8	74.4	43.2	72.7	74.6	43.1	72.5
College had good reputation:									
Very important	38.6	36.2	38.3	53.5	55.0	53.5	49.8	47.3	49.6
Somewhat important	44.9	54.0	45.9	38.7	35.2	38.5	40.2	42.9	40.4
Not important	16.5	9.8	15.8	7.9	9.9	8.0	10.0	9.8	10.0

tant, compared with only 30.4 percent of all freshmen. The third most important reason was low tuition, followed by the offer of financial assistance; again, blacks more frequently cited these factors than did either nonblacks among aspiring health technicians or freshmen-in-general. Indeed, 44.6 percent of the black women said that the offer of financial assistance was very important in their choice of a particular institution.

Comparing the 1974 with the 1972 aspiring health technicians, one finds a significant increase in the importance attached to low tuition by all subgroups, but especially blacks. In addition, blacks became more concerned about special programs offered by the institution, and black men about the academic reputation of the college.

In 1974, just over three-fourths of all entering freshmen, but over four-fifths of all aspiring health technicians, entered public colleges and universities (Figure IV-4). Blacks among aspiring health technicians were slightly less likely than were nonblacks to enroll in public institutions '80.2 percent versus 86.1 percent), primarily because many of the predominantly black institutions are in the private sector.

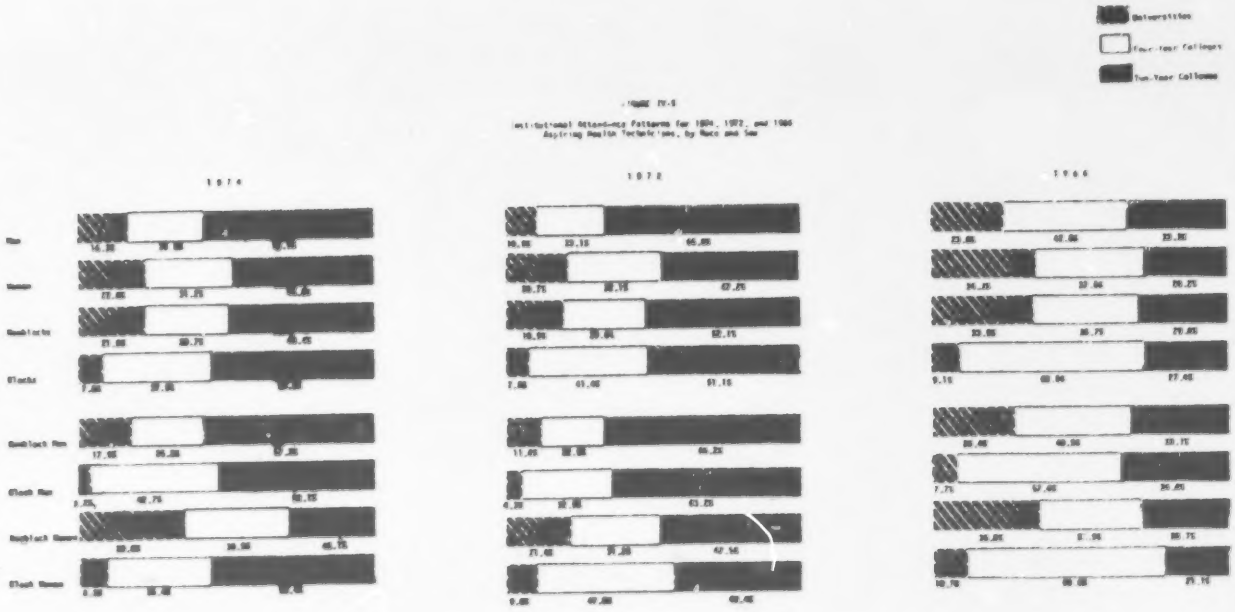
Parental income was directly related to enrollment in (higher-priced) private institutions, particularly among black women: The proportion of black women attending private colleges and universities was 59.9 percent for those with parental incomes of $25,000 and over but only 16.4 percent for those with parental incomes of less than $6,000. The difference in the attendance rates at pri-



vate institutions of students from the "richest" and from the "poorest" income categories was about 10 percent for nonblack men and women. Black men from more affluent backgrounds, on the other hand, were more likely to enroll in public colleges, a finding that should be interpreted with the understanding that the median parental income of black men was only $9,966 and that only about 3 percent came from families in the highest income group.

In 1974, aspiring health technicians were more likely than were freshmen-in-general to enroll in two-year colleges: 57.3 percent of the nonblack men, 52.1 percent of the black men, 46.1 percent of the nonblack women, and 55.4 percent of the black women entered two-year colleges, in contrast to only 41 percent of all freshmen (Figure IV-5). Among all freshmen, 35 percent were in

four-year colleges and 24 percent in universities. The proportion of aspiring health technicians enrolling in universities was lower than the proportion of the total freshman class for all subgroups, except nonblack women, 23 percent of whom enrolled in universities. Black women were more likely than were nonblack women to attend four-year institutions (a category that includes most of the black institutions), but this racial/ethnic difference did not hold among men, because over half the black men entered two-year colleges.



The type of institution attended was closely related to parental income; students from the highest income group were more likely to enroll in universities and less likely to enroll in two-year colleges, while the reverse was true among students from the lowest income group (Figures IV-6 and IV-7).

FIGURE IV-6

Institutional Attendance Patterns for 1970 and 1972 Aspiring Health Technicians, by Sex, by Race, and by Parental Income

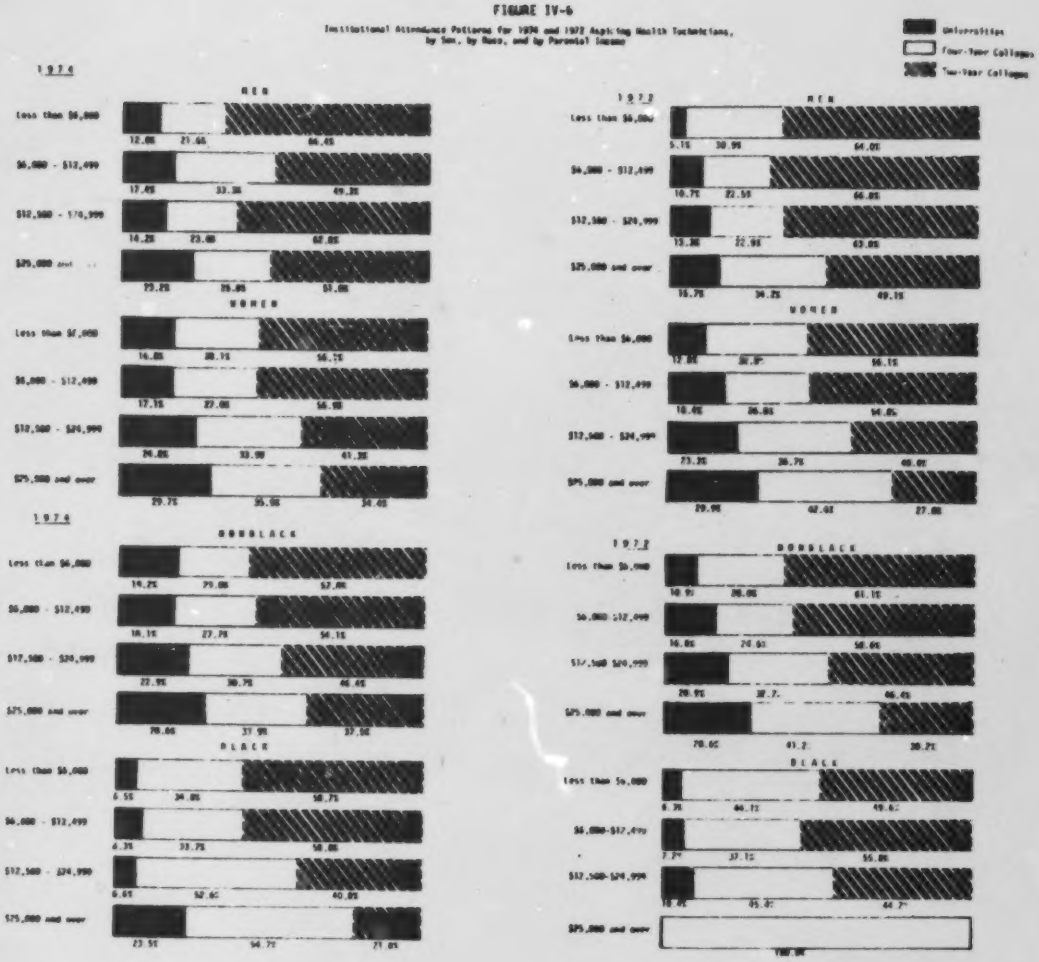
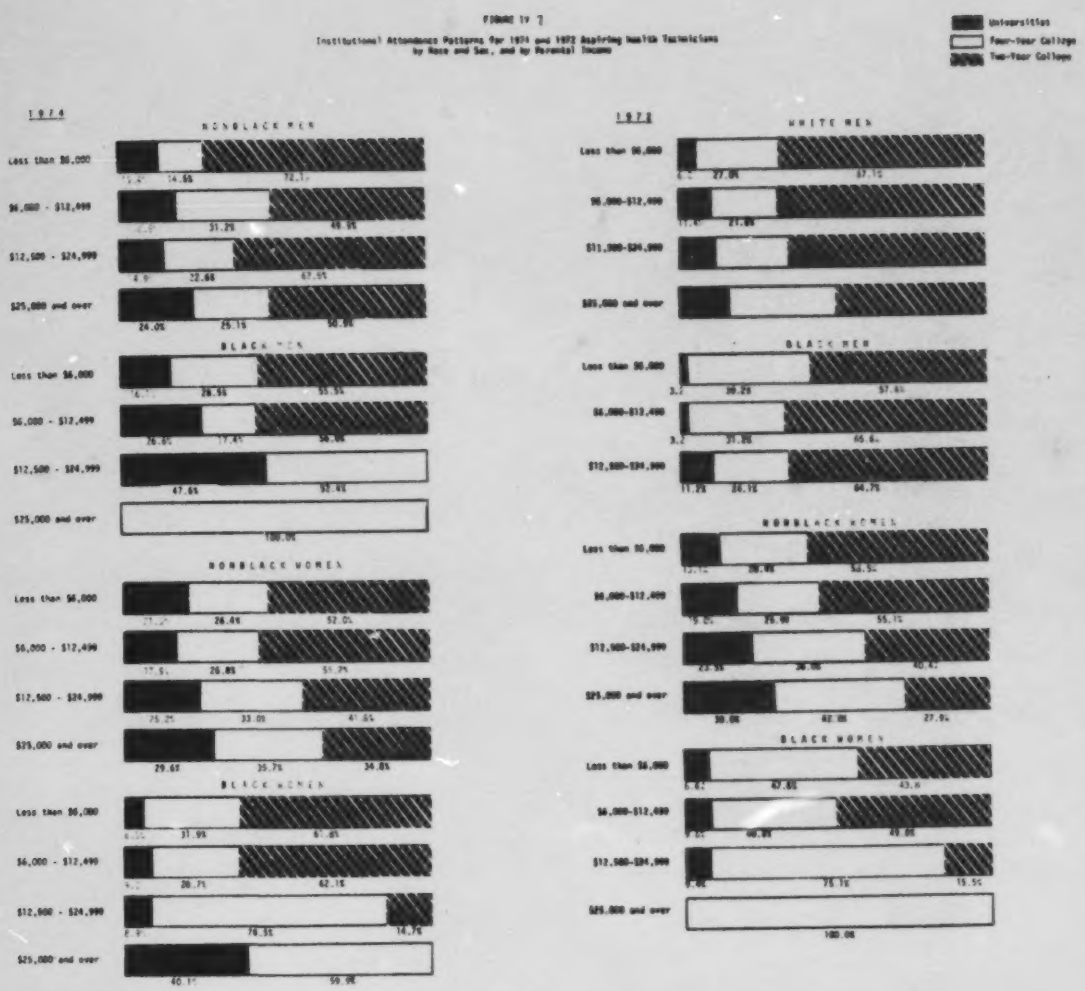


FIGURE IV 7

Institutional Attendance Patterns for 1974 and 1972 Aspiring Health Technicians by Race and Sex, and by Parental Income



Different type of institutions offer different programs and study field majors. Thus, attendance at a particular type of institution has the potential of facilitating or handicapping a student's chances of actualizing freshman career plans. In this case, however, about seven out of ten aspiring health technicians planned to major in health technology regardless of the type of institution they attended, although those in universities were slightly more likely than were others to have such plans (Table IV-19). Further,

Table IV-19

Probable Study Field Major, by Race and Sex and by Institutional Type--1974 Aspiring Health Technicians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University:									
Biological sciences	16.8	.0	16.5	13.5	.0	13.1	16.3	.0	13.7
Health technology	62.6	83.7	63.1	76.3	75.7	76.3	74.1	76.8	74.1
Home economics	.0	--	.0	.1	.0	.1	.1	.0	.1
Nursing	1.2	--	1.2	.6	.0	.5	.7	.0	.6
Pharmacy	--	--	--	.1	--	.1	.1	--	.1
Therapy	3.3	--	3.2	2.0	.0	1.9	2.2	.0	2.1
Other health fields	4.6	.0	4.5	1.5	2.6	1.5	2.0	2.2	2.0
Total health fields	88.4	83.7	88.3	94.0	78.3	93.5	95.3	79.0	92.7
Total nonhealth fields	11.6	16.3	11.7	6.0	21.7	6.5	4.7	21.0	7.3
Four-Year College:									
Biological sciences	20.9	8.7	19.1	18.6	11.2	18.0	18.9	10.4	18.2
Health technology	53.1	65.8	55.0	72.9	72.7	72.9	69.5	70.6	69.6
Home economics	.0	--	.0	.0	.0	.0	.0	.0	.0
Nursing	.0	--	.0	.2	5.2	.6	.2	3.6	.5
Pharmacy	--	--	--	.0	--	.0	.0	--	.0
Therapy	.0	--	.0	.5	.0	.5	.4	.0	.4
Other health fields	2.4	.9	2.2	1.6	.0	1.5	1.7	.3	1.6
Total health fields	76.4	75.3	76.3	93.7	89.2	93.4	90.8	84.9	90.3
Total nonhealth fields	23.6	24.7	23.8	6.3	10.8	6.6	9.2	15.1	9.7
Two-Year College:									
Biological sciences	20.5	7.7	19.4	10.6	8.3	10.5	12.9	8.2	12.5
Health technology	57.1	74.4	58.5	75.2	58.8	73.9	71.0	62.5	70.3
Home economics	.0	.0	.0	.6	.0	.5	.5	.0	.4
Nursing	1.4	--	1.3	1.3	.0	1.2	1.3	.0	1.2
Pharmacy	--	--	--	.0	--	.0	.0	--	.0
Therapy	1.7	--	1.6	1.2	3.8	1.4	1.3	2.9	1.4
Other health fields	4.1	.0	3.8	3.2	1.9	3.1	3.4	1.5	3.2
Total health fields	84.9	82.1	84.7	82.0	72.9	90.4	90.4	75.1	89.1
Total nonhealth fields	15.1	17.9	15.3	18.0	27.1	9.6	9.6	25.0	10.9

nonblack women among aspiring health technicians were somewhat more likely than were other subgroups to plan a major in this field. In addition, fairly large proportions in each type of institution (13.7 percent of the university entrants, 18.2 percent of the four-year college entrants, and 12.5 percent of the two-year college entrants) said that they would probably major in biological sciences (which may also be an appropriate choice for aspiring health technicians, depending on their area of specialization). Finally, blacks were more likely than were nonblacks to plan to major in a nonhealth field; for instance, over one in four black women enrolling in a two-year college stated such an intention, which--if carried out--may prove an obstacle to the realization of career plans.

About two-thirds of the aspiring health technicians in universities, nearly three-fifths of those in four-year colleges and over two-fifths of those in two-year colleges planned to get the baccalaureate (Table IV-20). Another 26.7 percent in universities,

Table IV-20

Degree Plans, by Race and Sex, and by Type of Institution--1974 Aspiring Health Technicians

1974 Degree Plans	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Universities									
Bachelor's	57.8	50.6	57.7	66.1	48.7	67.6	66.5	49.1	66.0
Master's	23.8	11.2	23.4	17.9	32.7	18.3	18.9	28.3	19.2
Ph.D. or Ed.D.	4.7	12.1	5.0	2.8	8.9	3.0	3.1	9.5	3.3
Medical degree	8.9	.0	8.6	3.4	3.2	3.4	4.3	2.6	4.2
Other	4.7	26.1	5.4	7.8	6.6	7.8	7.3	10.6	7.4
Four-Year Colleges									
Bachelor's	46.1	22.9	45.1	62.1	37.2	60.0	55.8	33.9	57.4
Master's	19.4	15.7	19.2	22.7	37.6	24.0	22.2	32.6	23.1
Ph.D. or Ed.D.	11.2	24.9	12.8	3.1	11.5	3.8	4.4	14.6	5.4
Medical degree	18.8	24.5	19.5	5.0	7.5	5.2	7.4	11.5	7.7
Other	2.5	12.0	3.4	7.1	6.0	7.0	6.3	7.4	6.4
Two-Year Colleges									
Bachelor's	48.8	51.7	48.2	44.0	28.3	42.7	44.5	32.4	43.6
Master's	13.8	25.3	14.6	9.3	21.1	10.1	10.8	22.1	11.3
Ph.D. or Ed.D.	1.4	.0	1.3	.5	10.5	1.2	.7	8.0	1.2
Medical degree	9.6	13.2	9.8	1.5	.0	1.4	3.6	3.2	3.6
Other	29.4	9.8	28.1	44.7	42.1	44.5	40.8	34.4	40.3

36.2 percent in four-year colleges, and 16.1 percent in two-year colleges planned to get a graduate degree, usually the master's.

Looking at plans to transfer, we find that exceptionally large proportions planned to transfer before graduation (38.7 percent of those in universities and 46.6 percent of those in four-year colleges) (Table IV-21). Perhaps not many four-year colleges offer health technology as a major, thus necessitating a transfer to another college for degree completion. Given the baccalaureate and higher degree aspirations of two-year college entrants, on the other hand, one would have expected higher proportions with transfer plans, and since only 35.2 percent of those in two-year colleges planned to transfer, it is probable that only half of these two-year college students planning to get a baccalaureate or advanced degree will actually do so.

Table IV-21

Proportion Likely to Transfer to Another College,[a] by Race and Sex and by Institutional Type--1974 Aspiring Health Technicians

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University	38.3	38.2	38.4	39.3	41.2	39.4	38.7	40.7	38.7
Four-year college	46.4	38.7	45.2	47.8	35.9	46.9	47.6	36.7	46.6
Two-year college	38.7	43.8	39.2	33.9	35.1	34.0	36.1	37.5	35.2

[a]Proportion indicating that there was "some chance" or "a very good chance" that they would transfer to another college before graduating.

Career Choice

Like freshmen-in-general and like other aspiring NAH professionals, aspiring health technicians were likely to cite the chance to be helpful to others (73.8 percent versus 61.8 percent of all

freshmen), intrinsic interest (68.4 percent versus 67.4 percent), their ability to work with people (60.5 percent versus 61.3 percent), and the chance to make a contribution to society (52.8 percent versus 47.2 percent) as very important reasons in their choice of a career, though they were somewhat less altruistic and sociable than were the other NAH career groups (Table IV-22). In addition, however, they gave relatively heavy emphasis to the availability of job openings (64.1 percent versus 46.8 percent of all freshmen). Relative to all freshmen, they were unconcerned with independence and the opportunity to work with ideas.

Table IV-22

Reason[a] for Career Choice, by Race and Sex--1974 Aspiring Health Technicians

	Men			Women			Total			National Norms
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	
Job openings generally available	54.8	75.5	56.8	65.4	73.8	65.9	63.3	74.3	64.1	46.8
Rapid career advancement possible	38.8	55.1	40.4	30.2	53.3	31.8	31.9	53.8	33.5	34.8
High anticipated earnings	49.7	66.3	51.3	39.3	71.1	41.5	41.4	69.8	43.5	41.7
Well-respected or prestigious occupation	24.6	47.1	26.7	30.4	54.8	32.0	29.2	52.8	31.0	32.2
Great deal of independence	34.6	38.6	35.0	26.1	43.5	27.3	27.8	42.3	28.8	41.1
Chance for steady progress	42.3	69.2	44.8	40.3	66.5	42.1	40.7	67.1	42.7	48.7
Can make an important contribution to society	41.5	46.3	42.0	54.6	68.5	55.5	52.0	62.7	52.8	47.2
Can avoid pressure	13.6	26.0	14.7	15.0	20.3	15.4	14.8	21.8	15.3	17.0
Can work with ideas	26.4	28.3	26.6	24.1	42.0	25.4	24.6	38.5	25.6	44.1
Can be helpful to others	63.6	68.0	64.0	75.4	87.7	76.3	73.1	82.6	73.8	61.8
Able to work with people	50.8	69.7	52.6	61.4	77.3	62.5	59.3	75.4	60.5	61.3
Intrinsic interest in the field	57.3	60.2	57.5	71.0	73.6	71.2	68.3	70.2	68.4	67.4

[a]Reason indicated as "very important."

As is usually the case, larger proportions of men than of women mentioned such instrumental reasons as rapid advancement and high earnings, as well as the chance for independence, whereas larger proportions of women than men cited altruistic reasons (especially the chance to be helpful to others) and the avail-

ability of jobs. Racial/ethnic differences were rather startling in that larger proportions of blacks than of nonblacks cited each of the reasons listed, the only exception being intrinsic interest, endorsed by equal proportions. Blacks were especially more likely to be concerned with practical and material reasons (job availability, steady progress, rapid advancement, high anticipated earnings).

Some interesting differences emerged among the subgroups. Thus, job openings, ability to work with and help people, steady progress, and high earnings were the five top-ranked reasons among black men, in contrast to the other subgroups. Nonblack men, on the other hand, were less likely than the others to emphasize available jobs, ability to work with people, and the chance to make a contribution to society, whereas nonblack women were less likely than the others to mention high earnings, steady progress, rapid advancement, and independence. Black women were distinguished by their strong emphasis of altruistic reasons, though seven in ten (compared with only 39.3 percent of the nonblack women) cited high earnings; moreover, 54.8 percent mentioned the prestige of the profession (compared with only three in ten of the nonblacks of both sexes and 47.1 percent of the black men). Apparently, health technology is perceived as a career of relatively high status by blacks, particularly black women, but not by nonblacks.

Among blacks and women, parental income was inversely related to concern with the earning potential of health technology: That is, the lower the parental income, the more likely the student was

to say that high anticipated earnings were a very important factor in career choice (Table IV-23). In addition, more higher-income than lower-income nonblacks, but more lower-income than higher-income blacks, endorsed the chance to be helpful to people as very important. The prestige of the occupation and the availability of job openings were particularly important to high-income blacks, whereas income level was not related to the value that nonblacks attached to these factors. Finally, the opportunity for a great deal of independence was more important to students from higher income groups than to those from lower income groups, and this relation held for all subgroups.

Summary

The typical aspiring health technician in 1974 was an 18-year-old, unmarried white woman who had entered college--most frequently a two-year college in the public sector--directly after high school graduation. She came from a slightly less affluent and less educated background than did either the typical freshman or other NAH aspirants, except those interested in nursing. Her father tended to be employed in a blue-collar or nonprofessional field. Despite her relatively low-income background, however, she expected to get considerable help from her parents to finance her freshman year; she also relied heavily on her savings and on earnings from part-time or summer jobs.

Her self-ratings were modest and closely similar to the national norms. Her life goals and her reasons for career choice

Table IV-33

Reasons[a] for Career Choice, by Race, by Sex, and by Income Level--1974 Aspiring Health Technicians

	Men	Women	Nonblacks	Blacks
Job openings generally available:				
Less than $6,000	57.7	64.6	59.4	72.5
$6,000 - $12,499	62.6	64.3	63.1	71.0
$12,500 - $24,999	50.6	68.4	63.9	78.9
$25,000 and over	58.0	61.0	60.1	89.6
Rapid career advancement possible:				
Less than $6,000	40.4	38.4	36.3	50.6
$6,000 - $12,499	34.3	34.0	32.0	53.5
$12,500 - $24,999	48.1	26.9	31.0	54.0
$25,000 and over	28.3	31.6	30.7	54.4
High anticipated earnings:				
Less than $6,000	45.4	46.2	37.6	64.6
$6,000 - $12,499	52.6	41.5	40.4	76.2
$12,500 - $24,999	54.9	39.2	41.9	69.8
$25,000 and over	45.4	40.7	41.4	46.0
Well-respected or prestigious occupation:				
Less than $6,000	21.9	46.6	35.4	53.8
$6,000 - $12,499	27.7	30.6	27.5	54.7
$12,500 - $24,999	27.1	27.9	27.3	41.1
$25,000 and over	30.1	34.3	33.1	67.8
Great deal of independence:				
Less than $6,000	23.3	27.3	22.2	38.8
$6,000 - $12,499	28.1	26.0	24.2	48.6
$12,500 - $24,999	40.8	25.2	28.4	36.4
$25,000 and over	51.2	36.1	38.5	46.0
Chance for steady progress:				
Less than $6,000	38.7	50.9	41.6	64.4
$6,000 - $12,499	41.5	40.6	38.2	64.6
$12,500 - $24,999	46.1	40.1	40.4	76.5
$25,000 and over	60.9	44.7	47.0	76.1
Can make an important contribution to society:				
Less than $6,000	36.5	58.9	46.9	69.9
$6,000 - $12,499	38.1	56.4	51.8	58.8
$12,500 - $24,999	41.0	54.0	51.2	45.7
$25,000 and over	66.2	55.3	56.7	89.6
Can avoid pressure:				
Less than $6,000	11.8	15.0	14.3	14.0
$6,000 - $12,499	16.0	14.2	13.6	23.3
$12,500 - $24,999	13.1	12.8	12.6	20.8
$25,000 and over	21.0	17.3	17.6	41.3
Can work with ideas:				
Less than $6,000	14.5	34.0	23.0	46.6
$6,000 - $12,499	21.4	24.7	23.1	32.5
$12,500 - $24,999	26.9	22.9	23.4	37.0
$25,000 and over	38.2	23.2	29.1	33.0
Can be helpful to others:				
Less than $6,000	64.0	80.7	71.6	80.9
$6,000 - $12,499	60.7	74.4	70.6	79.4
$12,500 - $24,999	64.2	76.8	73.9	75.7
$25,000 and over	75.8	78.8	78.3	76.1
Able to work with people:				
Less than $6,000	57.4	70.4	62.2	80.2
$6,000 - $12,499	48.1	62.2	57.5	74.6
$12,500 - $24,999	51.5	60.5	58.3	62.7
$25,000 and over	68.8	64.5	65.0	76.1
Intrinsic interest in the field:				
Less than $6,000	54.9	71.4	61.8	81.7
$6,000 - $12,499	55.7	71.2	60.7	80.7
$12,500 - $24,999	59.6	72.3	69.5	64.6
$25,000 and over	56.9	69.4	67.1	78.4

[a]Reason indicated as "very important."

indicated an interest in helping people and in working with them, though she was less strikingly altruistic and sociable than were her counterparts aspiring to nursing and therapy. Her degree aspirations and study field plans were congruent with her career choice, but her tendency to enroll in a two-year college and her transfer plans posed problems, suggesting that she may find it difficult to fulfill her freshman career goals.

The newcomers to this field--blacks and men--differed somewhat from the modal aspiring health technician in that both groups, especially blacks, tended to come from more disadvantaged backgrounds, relied heavily on federal and state student aid programs to finance their education, and were more motivated by practical and materialistic considerations (e.g., job openings, opportunities for advancement, high earnings) in choosing a career. It would seem, then, that health technology offers many black students a means of improving their life chances and their status. Again, however, the extent to which these students will be able to actualize their freshman goals depends in large part on their receiving sufficient amounts of student aid and on their transferring to institutions that offer study field majors and degree programs appropriate to their career plans.

CHAPTER V - ASPIRING THERAPISTS

HIGHLIGHTS

- Therapy (physical, occupational, speech) as a freshman career choice was the second fastest-growing (after nursing) of the NAH professions. Between 1966 and 1974, the number of aspiring therapists increased by 68.2 percent, the growth rate being greatest for nonblack women and smallest for black women, and the proportion of entering freshmen naming therapy as their probable future occupation went from 1.4 percent to 1.6 percent. The sex distribution remained stable over the eight-year period (84 percent women, 16 percent men), and the proportion of blacks dropped while the proportion of white and of nonblack minority students rose.

- The typical aspiring therapist was an unmarried, 18-year-old woman from a fairly high socioeconomic background; her median parental income of $15,155 makes her the most affluent of aspiring NAH professionals; in addition, she was generally more likely than were others to have college-educated parents and a father who worked in a high-level occupation. She was unlikely to be financially independent, and she usually relied on parental aid to pay for college. She was confident of both her intellectual capabilities and her interpersonal skills, and gave high priority to the life goals of helping others, developing a meaningful philosophy of life, becoming an authority in her field, and raising a family. Though she rated herself high on drive to achieve, she seemed little concerned with goals relating to success, status, and power. Like the typical aspiring nurse, she cited altruistic reasons for her career choice and was rather indifferent to instrumental considerations, except that the availability of job openings was very important to her, as it was to other aspiring NAH professionals. She was more likely than her counterpart in other career groups to enroll in a university and less likely to enroll in a two-year college, and her degree aspirations and study field plans were consistent with her career goals.

- The socioeconomic level of nonblack men aspiring to therapy (who in 1974 outnumbered the black men by nine to one) was slightly lower than that of nonblack women but higher than that of nonblack men aspiring to other NAH professions. Like men planning to become nurses, they had strongly humani-

tarian values and manifested a relatively high degree of social concern; but unlike male aspiring nurses, they were fairly confident of their intellectual abilities (though less so than the average male freshman or their female counterparts). Though more likely than other male aspiring NAH professionals to enroll in universities, about half entered two-year colleges. Most planned to major in therapy, and half or more in all types of institutions planned on an advanced degree.

- Black women constituted 5.2 percent of aspiring therapists in 1974, a drop from the 1966 figure of 7 percent. One in three was age 19 or older at the time of college entry. They came from more affluent backgrounds than did black women aspiring to other NAH professions, their fathers were more likely to be college graduates, and larger proportions received parental support. But they were still somewhat disadvantaged in that two in five came from the lowest income group (under $6,000), and three in ten expressed major concern over college finances; only about half as many black as nonblack women relied on savings or part-time and summer employment to pay for college, and substantially larger proportions received BEOG grants or borrowed from the NDSL program. Though less likely than were their nonblack counterparts to rate themselves high on academic and mathematical ability, they were more apt to see themselves as intellectually self-confident and as above average on drive to achieve and public speaking ability; in addition, they were more assured about their social and interpersonal skills. Like nonblack aspiring therapists, they gave heavy emphasis to altruistic considerations in their life goals and reasons for career choice but at the same time were somewhat more concerned with achievement, material success, and practical considerations. They were more likely than black women in other career groups to enter universities and less likely to enter two-year colleges; over half enrolled in four-year institutions. Their educational plans and degree aspirations suggest that they were somewhat confused about their goals and so may have difficulty attaining them.

General Characteristics

This chapter deals with the first-time, full-time freshmen in 1966, 1972, and 1974 who named therapy (physical, occupational, or speech) as their probable future occupation, for convenience referred to as aspiring therapists. The number and proportion in each freshman class who indicated this career choice were as follows:

- In 1966,14,119 out of 1,163,123 (1.2 percent).
- In 1972, 29,873 out of 1,557,512 (1.9 percent).
- In 1974, 23,750 out of 1,673,134 (1.4 percent).

Thus, the eight-year period convered by this study saw a 68.2 percent increase in the absolute number of freshmen who planned careers in therapy, making it the second fastest growing of the NAH professions (after nursing). The greatest spurt in this increased popularity occurred between 1966 and 1972, when the number of aspiring therapists grew by 111.6 percent; between 1972 and 1974, there was a slight decline of 20.5 percent in the number of entering freshmen naming therapy as their probable future career.

The focal point of this chapter is 1974 aspiring therapists; where appropriate, they are compared with their counterparts in the two earlier freshman classes, with all 1974 entering freshmen (Astin et al., 1974), with other aspirants to nursing and allied health (NAH) professions, and with aspiring health professionals (as reported in Volume I of this project; see Holmstrom, Knepper, and Kent, 1976). Table V-1 shows the number of aspiring therapists

by sex and by race/ethnicity, in the 1966, 1972, and 1974 freshman classes.

Table V-1

Number of 1974, 1972, and 1966 Freshmen Aspiring to Become Therapists, by Race and Sex

Freshman Class	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
1974	3,418	385*	3,803	18,709	1,238	19,948	22,127	1,623	23,750
1972	3,905	338*	4,243	21,802	1,828	25,630	27,706	2,166	29,873
1966	2,034	228*	2,262	10,874	983	11,857	12,908	1,211	14,119

*Actual numbers were too small for further analyses.

The following sections profile aspiring therapists in terms of their demographic and background characteristics, college finances, self-ratings, life goals, and identity groups.

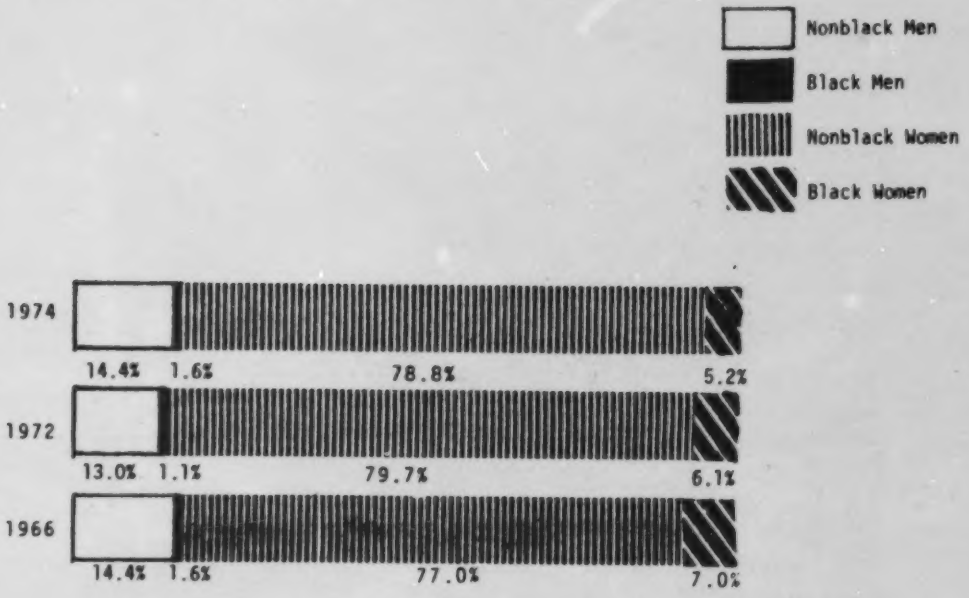
Sex and Race/Ethnicity

Like the other NAH professions, therapy is a "feminine" field though less so than either dietetics or nursing. The sex distribution was the same in 1974 as it had been in 1966, with women constituting 84 percent and men 16 percent of the total group (Figure V-1). (In 1972, women outnumbered men even more: 80 percent versus 14 percent.) Moreover, the increase in absolute numbers was just about identical for the sexes: 68.1 percent for men, 68.2 percent for women. In 1974, blacks were somewhat underrepresented among aspiring therapists (6.8 percent) relative to their proportion in the total entering freshman class (7.4 percent); such was not the case in 1966, when blacks constituted 8.6 percent of the aspiring therapists but only 5 percent of all first-time, full-time freshmen. The change is reflected in the absolute in-

creases for the two racial/ethnic groups: only 34 percent for blacks, compared with 71.4 percent for nonblacks.

FIGURE V-1

Race and Sex Distribution of 1966, 1972, and 1974 Freshmen Aspiring to Become Therapists



Of the four analytic subgroups, the increase in absolute numbers was greatest for nonblack women (72.1 percent) and smallest for black women (25.9 percent). The increase among men was almost the same for blacks and nonblacks (68.9 percent and 68 percent, respectively). Proportionately, then, it was black women who lost ground: from 7 percent of all aspiring therapists in 1966 to only 5.2 percent in 1974. The proportion of nonblack men (14.4 percent) and black men (1.6 percent) remained stable.[1/] Thus, the predominance of nonblack women in the

[1]Because of the small number of unweighted cases, black men who planned to become therapists are excluded from the following discussion and from all tables and figures.

career choice of therapy became even more pronounced over the eight years covered by this study.

Though most of the students in the nonblack category were white, 3.9 percent in 1974 belonged to a racial/ethnic minority. Of the nonblack minorities, Mexican-Americans constituted the largest group (37.8 percent), followed by "others" (26.2 percent), Orientals (15.7 percent), American Indians (10.2 percent), and Puerto Ricans (10 percent) (Table V-2).

Table V-2

Number and Distribution of Nonblack Minority Group Members Aspiring to Become Therapists--1974, 1972, and 1966 Freshman Classes

	1974		1972		1966	
	N	%	N	%	N	%
American Indian	88	10.2	302	22.6	79	17.6
Oriental	135	15.7	302	22.6	59	13.1
Mexican American	325	37.8	234	17.5	--	--
Puerto Rican	86	10.0	108	8.1	--	--
Other	225	26.2	390	29.2	311	69.3
TOTAL	859	100.0	1,336	100.0	449	100.0

The absolute numbers of nonblack minority students planning careers in therapy increased by 197.6 percent between 1966 and 1972, then declined by 35.7 percent between 1972 and 1974, for an increase of 91.3 percent over the entire period. The overall increase for Orientals was 128.8; for American Indians, it was 11.4 percent. In 1966, the racial/ethnic item on the freshman question-

naire did not include the categories of Mexican-American and Puerto Rican, so the growth rate of these groups, and of the residual "other" category, cannot be computed for the eight-year period. Between 1972 and 1974, however, only the number of Mexican-Americans increased (by 38.9 percent); all other nonblack minorities registered a decrease, all the way from 70.9 percent for American Indians to 20.4 percent for Puerto Ricans.

Even though nonblack minorities were somewhat better represented among aspiring therapists in 1974 (3.6 percent) than in 1966 (3.2 percent), their proportions were smaller than their proportions among all 1974 entering freshmen, the discrepancy being smallest for Mexican-Americans (1.4 percent of all aspiring therapists; 1.5 percent of all entering freshmen).

Age and Marital/Dating Status

Nearly four out of five of the 1974 aspiring therapists entered college at age 18; 94.5 percent had graduated from high school the previous spring (Tables V-3 and V-4). Men were more likely than were women to be 19 or older (23.1 percent versus 15.9 percent) and to have graduated from high school earlier than 1974 (5.8 percent versus 4.1 percent), and blacks were more likely than nonblacks to be slightly older (34.4 percent versus 15.8 percent age 19 or older) and to have graduated from high school in 1973 or earlier (12.9 percent versus 3.7 percent). Thus, only 57.8 percent of the black women were the modal age of 18; one in ten was 17 or younger, and one in ten was 21 or over.

Table V-3

Age Distribution, by Race and Sex--1974 Aspiring Therapists

Age, as of 31 December, 1974	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
16 or younger	.0	--	.0	.0	.0	.0	.0	.0	.0
17	.5	--	.6	3.8	9.9	4.1	3.3	7.7	3.6
18	78.4	--	76.3	81.5	57.6	80.0	81.0	57.9	79.4
19	14.9	--	15.6	13.2	18.9	13.6	13.5	19.6	13.9
20	2.0	--	3.2	.6	3.7	.7	.8	6.3	1.1
21 or older	4.3	--	4.3	1.0	9.8	1.6	1.5	8.5	2.0

Table V-4

High School Graduation Year/Status, by Race and Sex--1974 Aspiring Therapists

	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
Graduated 1974	92.4	--	91.0	95.9	83.8	95.2	96.4	82.7	94.5
Graduated 1973	2.4	--	1.8	2.6	3.8	2.7	2.6	6.8	2.9
Graduated 1972	1.1	--	1.2	.3	3.1	.5	.4	2.9	.6
Graduated 1971 or earlier	.6	--	.6	.7	3.5	.9	.7	3.2	.9
Passed G.E.D. test	3.5	--	3.1	.2	4.0	.4	.7	3.1	.8
Never completed high school	.0	--	.0	.3	1.8	.4	.3	1.3	.4

Aspiring therapists were somewhat less likely than were freshmen-in-general to be married, the proportions being larger for blacks than for nonblacks (2.5 percent versus .8 percent); overall, the great majority of aspiring therapists were single and dating one or more people (Table V-5).

Table V-5

Marital/Dating Status, by Race and Sex--1974 Aspiring Therapists

	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
Presently married	1.6	--	1.7	.7	2.5	.8	.8	2.6	.9
Presently engaged	.6	--	.6	2.4	2.3	2.4	2.1	1.7	2.1
Have been seeing one person exclusively	35.9	--	37.5	38.0	49.8	38.7	37.6	50.4	38.5
Have been seeing several persons, but no one exclusively	50.6	--	50.2	43.3	29.5	42.4	44.4	33.1	43.6
Have not been dating in recent months	11.1	--	10.0	15.8	16.0	15.8	15.0	12.3	14.9

Socioeconomic Background

In terms of 1973 parental income, freshmen planning to become therapists were the next most affluent group among aspiring NAH professionals, after aspiring dietitians; indeed, the difference in the median parental incomes reported by the two career groups was only $185 ($14,396 for aspiring therapists versus $14,581 for aspiring dietitians). Nearly half (45 percent) of 1974 aspiring therapists came from the upper-middle income group ($12,500-$24,999); 8.9 percent were from the lowest income group (under $6,000); and 16.2 percent were from the highest ($25,000 or more) (Table V-6). Overall, their median parental income and their distribution across income intervals were almost identical with those of freshmen-in-general. As expected, the median parental income of blacks among aspiring therapists was only half that of nonblacks ($7,366 versus $14,788). Women reported higher parental incomes than men, by $2,033. Indeed, nonblack women among aspir-

Table V-6

Parental Income (1973), by Race and Sex--1974 Aspiring Therapists

Parental Income (1973)	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Less than $3,000	2.5	--	4.3	1.1	11.7	1.8	1.3	14.1	2.2
$3,000 - $3,999	2.7	--	2.6	2.2	15.4	3.1	2.3	12.0	3.0
$4,000 - $5,999	4.3	--	5.6	2.7	12.6	3.3	3.0	13.9	3.7
$6,000 - $7,999	5.4	--	8.2	5.2	8.2	5.4	5.2	14.6	5.9
$8,000 - $9,999	5.1	--	4.8	7.3	12.6	7.7	6.9	10.0	7.2
$10,000 - $12,499	24.3	--	23.1	15.5	17.8	15.6	17.0	16.2	16.9
$12,500 - $14,999	16.2	--	14.9	15.4	3.2	14.7	15.6	3.2	14.7
$15,000 - $19,999	19.2	--	17.5	18.0	9.2	17.5	18.2	7.4	17.5
$20,000 - $24,999	9.5	--	8.7	14.4	3.0	13.7	13.6	2.6	12.8
$25,000 - $29,999	3.2	--	2.9	6.6	3.6	6.4	6.0	2.9	5.8
$30,000 - $34,999	4.1	--	4.0	4.3	.7	4.1	4.3	1.2	4.1
$35,000 - $39,999	.6	--	.7	3.1	2.1	3.1	2.7	2.0	2.6
$40,000 - $49,999	1.5	--	1.3	1.4	.0	1.3	1.4	.0	1.3
$50,000 or more	1.6	--	1.4	2.8	.0	2.6	2.6	.0	2.4
MEDIAN	$12,390	--	$12,726	$15,155	$8,345	$14,759	$14,788	$7,366	$14,396

ing therapists were the most affluent of any subgroup (black or nonblack, male or female) of aspiring NAH professionals, and the black women who named this career were more affluent than black women planning on careers in the other NAH fields.

When the median parental incomes of 1966, 1972, and 1974 aspiring therapists are converted into 1966 constant dollars as deflated by the Consumer Price Index, one finds that the median parental income for all aspiring therapists rose from $9,691 in 1966 to $10,313 in 1972, then dropped to $9,834 in 1974, for an overall increase of $143 (Table V-7). Among the subgroups, however, this pattern held true only for nonblacks; among black women, the decline was steady: a drop of $1,114 in parental income between 1966 and 1972, and a further drop of $308 between 1972 and 1974. Thus, by 1974, therapy as a career choice had become more attractive to black women from substantially lower income backgrounds, to nonblack women from slightly lower income backgrounds, and to nonblack men from somewhat higher income backgrounds.

Table V-7

Median Parental Income in Constant Dollars,[a] by Race and Sex--1974, 1972, and 1966 Aspiring Therapists

Freshman Class	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974	$9,147	---	$8,693	$10,352	$5,701	$10,081	$10,101	$5,031	$9,834
1972	$9,946	---	$9,718	$10,757	$6,009	$10,451	$10,610	$6,209	$10,313
1966	$8,207	---	$7,809	$10,682	$7,123	$10,203	$10,007	$6,056	$9,691

[a]Median parental income figures are in fiscal 1966 constant dollars as deflated by the Consumer Price Index.

The educational level of the parents of aspiring therapists was very close to that reported by freshmen-in-general: Thus, in 1974, one-third said that their fathers had at least completed

college, with nonblack women being most likely to have college-educated fathers (Table V-8). Mothers were less likely than

Table V-8

Father's Education, by Race and Sex--1974, 1972, and 1966 Aspiring Therapists

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	6.3	--	8.0	5.3	19.8	6.1	5.4	20.8	6.4
Some high school	9.6	--	11.6	10.8	25.4	11.6	10.6	26.5	11.6
High school graduate	29.8	--	30.2	27.0	24.5	26.9	27.5	26.7	27.4
Postsecondary school other than college	9.0	--	8.1	4.5	3.2	4.4	5.2	2.4	5.0
Some college	17.4	--	16.3	16.8	12.6	16.6	16.9	11.1	16.5
College degree	17.6	--	16.0	19.4	8.1	18.8	19.2	6.6	18.3
Some graduate school	2.2	--	2.2	2.8	.4	2.7	2.7	.9	2.6
Graduate degree	8.2	--	7.5	13.4	6.0	13.0	12.6	5.0	12.1
1972:									
Grammar school or less	5.7	--	6.2	5.0	19.9	6.0	5.1	18.7	6.0
Some high school	18.6	--	18.0	11.7	24.9	12.6	12.6	22.6	13.3
High school graduate	31.1	--	32.5	31.6	29.9	31.5	31.8	32.9	31.6
Some college	15.2	--	14.7	17.6	14.8	17.4	17.2	13.8	17.0
College degree	19.1	--	19.2	20.3	5.6	19.3	20.1	7.8	19.3
Some graduate school	1.9	--	1.8	3.6	.7	3.4	3.4	.6	3.2
Graduate degree	8.4	--	7.8	10.3	4.3	9.9	10.0	3.7	9.6
1966:									
Grammar school or less	8.0	--	11.2	5.9	16.1	6.7	6.2	20.5	7.4
Some high school	17.2	--	17.8	13.6	23.8	14.4	14.1	23.6	15.0
High school graduate	37.8	--	37.5	25.1	23.6	25.0	27.1	25.7	27.0
Some college	16.0	--	14.7	24.8	19.5	24.4	23.4	16.2	22.8
College degree	15.6	--	14.0	20.6	6.5	19.4	19.8	5.2	18.6
Postgraduate degree	5.4	--	4.9	10.1	10.5	10.1	9.4	8.5	9.3

fathers to be college educated, with only 23 percent of the aspiring therapists (compared with 20.2 percent of all freshmen) reporting that their mothers had a baccalaureate or better (Table V-9). There was a marked difference between racial/ethnic categories, with nonblacks being more than twice as likely to have college-educated parents.

Table V-9

Mother's Education, by Race and Sex--1974, 1972, and 1966 Aspiring Therapists

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
Grammar school or less	2.3	--	3.3	2.5	7.2	2.8	2.5	8.3	2.9
Some high school	14.6	--	15.9	7.6	28.3	8.9	8.7	28.1	10.0
High school graduate	49.4	--	48.5	40.7	34.8	40.4	42.0	36.1	41.6
Postsecondary school other than college	4.4	--	4.4	9.1	5.3	8.8	8.4	5.1	8.1
Some college	11.9	--	11.3	15.0	13.5	14.9	14.5	11.7	14.4
College degree	9.6	--	9.0	18.0	5.7	17.2	16.7	5.3	15.9
Some graduate school	2.8	--	2.5	2.4	.9	2.3	2.5	.7	2.3
Graduate degree	4.9	--	5.1	4.8	4.3	4.7	4.8	4.8	4.8
1972:									
Grammar school or less	3.9	--	3.9	3.1	7.7	3.4	3.2	7.3	3.5
Some high school	13.7	--	14.9	8.3	26.1	9.5	9.0	26.4	10.3
High school graduate	50.0	--	48.9	45.2	34.4	44.5	45.9	34.7	43.1
Some college	16.0	--	16.1	20.5	16.9	20.2	19.9	16.9	19.6
College degree	10.4	--	10.0	16.6	6.8	16.0	15.8	6.7	15.1
Some graduate school	2.0	--	2.2	2.0	1.4	1.9	2.0	1.8	2.0
Graduate degree	4.0	--	4.0	4.3	6.8	4.5	4.3	6.2	4.4
1966:									
Grammar school or less	5.0	--	6.6	2.6	5.1	2.8	3.0	8.1	3.4
Some high school	13.4	--	14.4	9.9	25.5	11.2	10.5	25.0	11.7
High school graduate	46.9	--	45.7	41.0	35.3	40.5	41.9	35.3	41.4
Some college	19.1	--	19.0	23.4	13.9	22.6	22.7	14.5	22.0
College degree	13.4	--	12.4	20.4	13.2	19.8	19.3	11.5	18.6
Postgraduate degree	2.2	--	2.0	2.7	7.1	3.1	2.6	5.7	2.9

During the eight years covered by the study, the educational level of fathers rose slightly for the total group; the increase was greatest among nonblack men (from 21 percent in 1966 to 28 percent in 1974 reporting that their fathers had at least a college degree), and slightly smaller among nonblack women (from 30.7 percent in 1966 to 35.6 percent in 1974). A slight drop occurred in the educational level of the fathers of blacks, and an even sharper drop in the educational level of mothers: In 1966, 20.3 percent of

the black women aspiring to therapy said their mothers had at least a baccalaureate, compared with only 10.9 percent in 1974. These trends parallel those found for parental income in that black women from lower-income and less-educated backgrounds became increasingly more interested in therapy as a career choice.

The fathers of aspiring therapists were most likely to be businessmen (reported by 28.3 percent of the total group) or skilled workers (18.8 percent) (Table V-10). In addition, 17.3 percent said

Table V-10

Father's Occupation, by Race and Sex--1974 Aspiring Therapists

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Physician	.1	--	.3	2.0	.4	2.0	1.7	.9	1.7
Dentist	.2	--	.2	.9	.0	.8	.8	.0	.7
Pharmacist	.3	--	.3	.4	.0	.4	.4	.0	.4
Optometrist	.0	--	.0	.2	.0	.1	.1	.0	.1
Veterinarian	.2	--	.2	.1	.0	.1	.1	.0	.1
Nurse	.5	--	.4	.2	.0	.2	.2	.0	.2
Home economist/dietitian	.0	--	.0	.0	.0	.0	.0	.0	.0
Health technician or technologist	.0	--	.0	.2	.7	.2	.1	.5	.2
Therapist	.4	--	.4	.2	.0	.2	.2	.0	.2
Artist	.1	--	.1	1.0	.8	1.0	.8	.6	.8
Business manager	26.4	--	24.9	30.2	5.9	28.9	29.6	6.3	28.3
Clergy	.3	--	.3	1.0	.0	1.0	.9	.0	.9
Educator (college)	1.5	--	1.4	1.2	2.5	1.3	1.3	2.0	1.3
Educator (secondary)	1.3	--	1.2	2.6	3.7	2.7	2.4	2.9	2.5
Educator (elementary)	.9	--	.8	.4	.4	.4	.4	.3	.4
Education (special)	.5	--	.0	.7	.0	.6	.6	.0	.5
Engineer	4.4	--	4.1	7.5	.7	7.1	7.0	.5	6.6
Farmer/forester	1.2	--	1.1	4.6	1.5	4.4	4.0	1.2	3.9
Lawyer	1.2	--	1.1	1.0	.5	.9	1.0	.4	1.0
Research scientist	.1	--	.1	.6	.0	.6	.5	.0	.5
Skilled worker	25.9	--	25.2	17.0	26.7	17.6	18.4	24.7	18.8
Unskilled worker	8.9	--	10.5	7.4	24.5	8.4	7.7	25.6	8.7
Other professional[a]	3.3	--	3.5	3.6	3.9	3.6	3.6	4.4	3.6
Other nonprofessional[b]	21.3	--	22.3	15.5	21.4	15.8	16.4	24.0	16.8
Unemployed	1.8	--	1.7	1.8	6.3	2.0	1.7	5.6	2.0

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b]Includes homemaker.

their fathers were in nonhealth professions (including clergyman, educator, engineer, lawyer, research scientist, and "other professional"), and 3.6 percent said their fathers were in health fields. In summary, about half the total group had fathers employed in a high-level occupation (the professions, business, or education); women were more likely than men, and nonblacks more likely than blacks, to have fathers working in such positions. Half the blacks said their fathers were semiskilled or unskilled workers, and another one in four said their fathers worked in other nonprofessional jobs.

Over three in five aspiring therapists indicated that their mothers were in the "other nonprofessional" category, which includes homemaker (Table V-11). Other frequently mentioned occupations of the mothers of aspiring therapists were education (8.4 percent), business (8.2 percent), and nursing (6.8 percent). An additional 1.2 percent said their mothers worked in the allied health professions, and 4.5 percent said their mothers were blue-collar (skilled, semiskilled, unskilled) workers. Sex differences were slight. Blacks were more likely to have mothers who were nurses or skilled workers, and nonblacks to have mothers in business. The most interesting difference among the subgroups was that 14.4 percent of the black women, but only 10.8 percent of the nonblack women and 6.6 percent of the nonblack men, reported that their mothers worked in a nonhealth profession.

Table V-11

Mother's Occupation, by Race and Sex--1974 Aspiring Therapists

	Men			Women			Total		
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total
Physician	.0	--	.0	.0	.0	.0	.0	.0	.0
Dentist	.0	--	.0	.2	.0	.2	.2	.0	.2
Pharmacist	.0	--	.0	.1	.2	.1	.1	.2	.1
Optometrist	.0	--	.0	.0	.0	.0	.0	.0	.0
Veterinarian	.0	--	.0	.0	.0	.0	.0	.0	.0
Nurse	7.1	--	7.4	6.6	8.3	6.7	6.7	8.9	6.8
Home economist/dietitian	.5	--	.6	.4	.3	.4	.4	.6	.4
Health technician or technologist	.2	--	.2	.3	.0	.2	.2	.0	.3
Therapist	.7	--	.6	.5	.0	.5	.5	.0	.5
Artist	.2	--	.1	.9	.0	.9	.8	.0	.7
Business manager	9.2	--	8.3	8.3	7.9	8.2	8.4	6.9	8.2
Clergy	.0	--	.0	.1	.0	.1	.1	.0	.1
Educator (college)	.0	--	.3	.6	1.3	.6	.5	1.6	.6
Educator (secondary)	2.0	--	2.0	2.9	3.3	2.9	2.7	3.0	2.8
Educator (elementary)	3.3	--	3.0	3.6	2.4	3.5	3.5	1.8	3.4
Education (special)	.5	--	.6	1.7	1.8	1.7	1.5	1.8	1.6
Engineer	.0	--	.0	.0	1.3	.1	.0	1.0	.1
Farmer/forester	.0	--	.0	.1	.0	.1	.1	.0	.1
Lawyer	.0	--	.0	.2	.0	.2	.1	.0	.1
Research scientist	.0	--	.0	.0	.0	.0	.0	.0	.0
Skilled worker	1.2	--	1.1	.8	3.3	1.0	.9	2.5	1.0
Unskilled worker	5.1	--	5.2	3.1	4.4	3.2	3.4	4.8	3.5
Other professional[a]	.8	--	.9	1.7	4.3	1.9	1.6	3.6	1.7
Other nonprofessional[b]	64.3	--	64.9	62.0	52.8	61.5	62.4	57.1	62.0
Unemployed	5.0	--	4.9	6.0	8.7	6.2	5.9	7.4	6.0

[a]Includes architect, computer programmer, government official, librarian, mathematician, statistician, clinical psychologist, social welfare worker.

[b]Includes homemaker.

In summary, the socioeconomic background of the typical aspiring therapist was very similar to that of the average freshman. Nonblack women planning to become therapists came from more affluent backgrounds than any other subgroup of aspiring NAH professionals and, in addition, were most likely of any subgroup to report that their mothers had at least a baccalaureate and that their fathers worked in high-level positions. Black women aspiring

to therapy reported higher parental incomes and were more likely to have college-educated fathers who worked in high-level occupations than black women aspiring to other NAH professions; yet they still came from substantially more disadvantaged backgrounds than did nonblack women in any NAH profession. Finally, nonblack men interested in therapy came from slightly lower income levels than freshmen-in-general but were more likely than other men aspiring to NAH professions to report that their parents were college educated and that their fathers worked in high-level occupations.

College Finances

In view of recent court decisions that parents are not required to contribute toward the college education of their children who have reached the age of majority (18 years in most states), a growing proportion of entering freshmen now claim financial independence from their parents, thus becoming eligible for federal student aid programs for which they might not otherwise be qualified. In 1974, 11.5 percent of aspiring therapists said they were financially independent, compared with 18.2 percent of all entering freshmen (Table V-12). There were, however, substantial differences in the proportions of each subgroup claiming financial independence, ranging from a low of 9.1 percent of nonblack women through 17.7 percent of nonblack men to a high of 26.3 percent of blacks of both sexes.

These differences are reflected in the proportions naming parental or family aid as a source of finance for their college

Table V-12

Financial Independence From Parents, by Race and Sex--1974 Aspiring Therapists

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Financial independence THIS year:									
No	82.4	--	80.7	90.9	76.3	90.0	89.5	73.8	88.5
Yes	17.7	--	19.3	9.1	23.7	10.0	10.5	26.3	11.5
Financial independence LAST year:									
No	88.2	--	87.2	92.6	77.4	91.7	91.9	77.1	91.0
Yes	11.8	--	12.8	7.4	22.6	8.4	8.1	22.9	9.1

education, and in the median amounts expected (Table V-13). Overall, 77.4 percent of aspiring therapists expected to receive such support, averaging $1,084 for the first year of college. About four in five nonblack women (the most affluent and least likely to be financially independent), three in four nonblack men, but only three in five black women expected parental support; the range in median amounts was even more striking, from $1,245 for nonblack women to only $468 for black women.

These differences among subgroups persist when the median parental income is divided into the median amount of expected parental aid: Again, nonblack women were the most advantaged in that 8.2 percent of parental income was expected to go for financial support in the first year of college, compared with only 5.5 percent for nonblack men and 5.6 percent for black women. Indeed, nonblack women planning to become therapists received a larger share in parental aid than any other subgroup of aspiring NAH professionals; perhaps white parents are more likely to approve of this career choice for a daughter than for a son and encourage her pursuit of that choice.

Table V-13

Anticipated Sources and Amounts of Financial Support for First Year of College, by Race and Sex--1974 Aspiring Therapists

		Men			Women			Total		
		Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Parental, or family aid or gift	%	74.5	--	70.7	79.8	62.6	78.7	79.0	56.6	77.4
	(Medn.)	$685	--	$701	$1,245	$468	$1,193	$1,130	$529	$1,084
Basic Educational Opportunity Grants	%	19.0	--	22.7	15.1	75.0	17.1	15.7	50.2	18.0
	(Medn.)	$520	--	$520	$427	$686	$457	$440	$652	$468
Supplemental Educational Opportunity Grants	%	5.0	--	6.4	4.1	12.3	4.6	4.3	13.9	4.9
	(Medn.)	$362	--	$343	$562	$529	$556	$513	$427	$490
College Work Study grant	%	10.4	--	11.1	8.5	33.4	10.0	8.8	30.0	10.2
	(Medn.)	$396	--	$422	$479	$441	$471	$462	$464	$462
State scholarship or grant	%	16.0	--	15.9	14.7	14.3	14.7	14.9	14.5	14.9
	(Medn.)	$527	--	$519	$444	$437	$443	$455	$441	$454
Local or private scholarship or grant	%	9.7	--	9.8	19.2	16.6	19.1	17.8	15.2	17.6
	(Medn.)	$413	--	$411	$374	$389	$374	$377	$390	$377
Federal Guaranteed Student Loan	%	6.6	--	6.7	6.6	6.7	6.6	6.6	7.0	6.6
	(Medn.)	$1,228	--	$1,183	$1,040	$1,342	$1,067	$1,075	$1,216	$1,089
National Direct Student Loan	%	5.7	--	5.7	8.0	22.8	9.0	7.7	18.5	8.4
	(Medn.)	$644	--	$689	$613	$664	$622	$618	$690	$628
Other loan	%	4.6	--	4.5	4.8	6.0	4.9	4.8	5.2	4.8
	(Medn.)	$700	--	$737	$983	$613	$943	$933	$670	$908
Full-time work	%	8.8	--	8.3	5.2	10.6	5.5	5.8	8.9	6.0
	(Medn.)	$768	--	$791	$492	$275	$449	$528	$292	$473
Part-time or summer work	%	64.5	--	60.1	59.8	31.5	58.1	60.6	29.1	58.4
	(Medn.)	$385	--	$382	$348	$293	$346	$354	$295	$351
Savings	%	43.4	--	41.0	47.0	22.9	45.5	46.5	22.1	44.8
	(Medn.)	$331	--	$331	$354	$307	$352	$351	$312	$349
Spouse	%	.4	--	1.0	1.4	.0	1.3	1.3	1.5	1.3
	(Medn.)	$999	--	$806	$387	.0	$387	$410	$750	$444
Your G.I. benefits	%	1.2	--	1.3	.3	.3	.3	.4	.8	.5
	(Medn.)	$1,599	--	$1,728	$2,143	$250	$1,999	$1,692	$2,555	$1,756
Your parent's G.I. benefits	%	2.0	--	1.8	1.2	1.6	1.2	1.3	1.2	1.3
	(Medn.)	$418	--	$418	$499	$250	$460	$475	$250	$450
Social security dependent's benefits	%	9.4	--	11.2	7.1	8.1	7.2	7.5	12.6	7.8
	(Medn.)	$823	--	$753	$494	$312	$475	$565	$487	$550
Other	%	1.1	--	1.3	2.6	3.6	2.7	2.4	3.5	2.5
	(Medn.)	$1,115	--	$489	$411	$488	$416	$423	$418	$422

The Basic Educational Opportunity Grants (BEOG) program was a source of financial assistance to 18 percent of the aspiring therapists (compared with one-fourth of all freshmen). About one in ten expected to participate in the College Work-Study (CWS) program, while one in twenty expected to receive Supplemental Educational Opportunity Grants (SEOG). The participation rates of blacks were substantially higher than those of nonblacks in all three of these federal programs, although only the BEOG grants were larger for blacks ($652) than for nonblacks ($440). Further, a larger proportion of men (22.7 percent) than of women (17.1 percent) expected to benefit from BEOG; the participation rates of men and women in the other two programs were about equal.

There were no major sex or racial/ethnic differences in the proportion receiving state scholarships or grants, except that men expected larger amounts than women. Twice as many women as men expected grants from local or private sources (19.1 percent versus 9.8 percent), but again, men received larger grants.

Aspiring therapists were somewhat less likely than were freshmen-in-general to borrow in order to finance their college education, although 22.8 percent of the black women took National Direct Student Loans (NDSL), averaging about $664, as compared with 8.4 percent of all aspiring therapists, who borrowed an average of $628.

Only 6 percent of aspiring therapists (compared with 11.4 percent of all freshmen) expected to finance their college educa-

tion by earnings from full-time employment, but 58.4 percent (compared with 70 percent of all freshmen) expected to finance their college education through part-time work or summer employment. Nonblacks were twice as likely as blacks to cite this latter source (60.6 percent versus 29.1 percent).

Next to parental support and part-time or summer employment, savings constituted the third most important source of finance, being cited by 44.8 percent of aspiring therapists, as compared with 56.6 percent of all freshmen; again, nonblacks were more likely than blacks to mention this source (46.5 percent versus 22.1 percent).

Social security dependent's benefits were expected to help finance college for 7.8 percent of all aspiring therapists, with blacks being more likely than nonblacks, and men more likely than women, to mention this source. Support from spouse, from G.I. benefits, and from "other" sources were used by very few aspiring therapists.

In summary, there were marked racial/ethnic differences in expected sources of support. Parental aid was the chief source of support for both nonblacks and blacks, mentioned by 79 percent of the nonblacks but only 56.6 percent of the blacks. Next most important for nonblacks (in terms of proportions citing this source) were part-time or summer employment and savings. About one in seven relied on local or private scholarships, BEOG funds, and state scholarships. The remaining sources were generally men-

tioned less frequently. After parental aid, the most important sources for blacks were BEOG and CWS grants, followed by part-time or summer employment (29.1 percent). Generally, blacks seemed to rely on a larger number of support sources than did nonblacks, reflecting their greater financial needs.

The chief sex differences were that larger proportions of women than men got parental support, received local or private scholarships, and borrowed under the NDSL program (largely because of black women); more men than women got BEOG money, planned to work full-time, or relied on social security dependent's benefits. It should be pointed out that black women aspiring to become therapists seemed to be at something of a disadvantage in that relatively small proportions received parental support and local or private scholarships; relatively large proportions participated in the federal SEOG and CWS programs but received rather small amounts of money. Thus, many of these women expected to take loans (often heavy) or to work full-time to finance their first year of college, and both these alternatives involve obvious drawbacks.

Not surprisingly, then, about three in ten of the black women planning careers in therapy expressed major concern about their ability to pay for college, compared with only 16.6 percent of the nonblack women and 18.7 percent of the nonblack men (Table V-14). On the whole, aspiring therapists were more likely than was the average freshman to worry about finances (17.8 percent versus 14.7

Table V-14

Concern Over Financing College Education, by Race and Sex--1974, 1972, and 1966 Aspiring Therapists

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974:									
No concern	32.9	--	32.1	31.2	14.1	30.2	31.5	16.8	30.5
Some concern	48.5	--	48.3	52.1	55.5	52.3	51.6	53.4	51.7
Major concern	18.7	--	19.6	16.6	30.4	17.5	17.0	29.9	17.8
1972:									
No concern	28.5	--	27.5	30.6	12.7	29.3	30.3	13.2	29.1
Some concern	48.2	--	49.0	53.4	53.1	53.4	52.7	53.9	52.8
Major concern	23.3	--	23.5	16.0	34.2	17.3	17.0	32.8	18.2
1966:									
No concern	26.7	--	25.9	35.7	30.0	35.2	34.3	27.8	33.7
Some concern	61.7	--	61.9	56.2	53.1	56.0	57.1	55.1	56.9
Major concern	11.6	--	12.2	8.1	16.9	8.9	8.7	17.1	9.4

percent). Moreover, almost twice as many aspiring therapists in 1974 as in 1966 (though slightly fewer than in 1972) expressed major concern. Anxiety over finances increased most among nonblack women (from 8.1 percent in 1966 to 16.6 percent in 1974).

Among nonblacks of both sexes, the lower the parental income, the more likely was the student to express major concern over finances. This pattern did not hold for black women, however: Only 23.3 percent of those from the lowest income group (less than $6,000) expressed such concern, compared with 36.8 percent from the $6,000-$12,499 group and 28.9 percent from the $12,500-$24,999 group (Figures V-2 and V-3).

FIGURE V-2

Proportion Reporting Major Concern Over Financing College Education by Sex, Race, and by Parental Income--1974 Aspiring Therapists

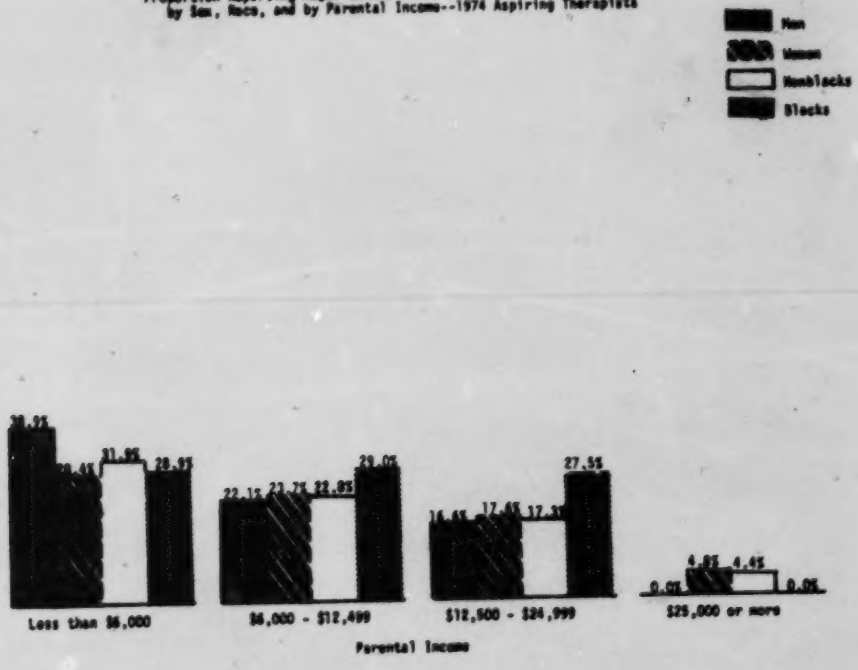
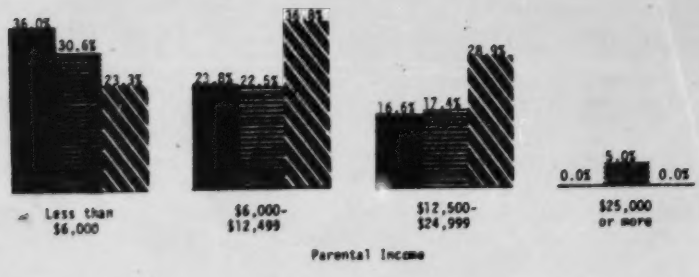


FIGURE V-3

Proportion Reporting Major Concerns Over Financing College Education by Race and Sex, and by Parental Income--1974 Aspiring Therapists



Self-Ratings

Asked to rate themselves on a list of traits as "compared with the average student of your own age," over half of all aspiring therapists indicated that they regarded themselves as "above average" or in the "highest 10 percent" on understanding of others (77.6 percent), drive to achieve (65 percent), cheerfulness (62.9 percent), and academic ability (56 percent), (Table V-15). Much larger proportions of aspiring therapists than of freshmen-in-general rated themselves high on understanding of others and cheerfulness; somewhat larger proportions saw themselves as achievement-oriented but lacking in mechanical and mathematical ability. In addition, the typical male aspiring therapist was more likely than was the average male freshman to see himself as athletic and socially successful (high ratings on popularity, popularity with the opposite sex, leadership, and social self-confidence) but was less sure of his academic, mathematical, mechanical, writing, and artistic abilities. The typical woman aspiring to a career in therapy was more likely than was the average female freshman to rate herself high on academic ability, leadership ability, and drive to achieve. The women among aspiring therapists were somewhat more confident than were the men of their intellectual capabilities, whereas the men were more sure of themselves socially.

Nonblacks tended to be more confident of their intellectual capacities (academic, mathematical, writing, and artistic ability),

Table V-15

Self-Ratings,[a] by Race and Sex--1974 Aspiring Therapists and All Freshmen

	Men			Women			Total			National
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	Norms
Academic ability	44.3	--	44.7	59.8	33.9	58.2	57.4	37.5	56.0	53.0
Athletic ability	63.5	--	62.8	29.3	24.1	29.0	34.6	31.5	34.5	38.5
Artistic ability	12.4	--	11.5	18.3	7.6	17.6	17.3	6.6	16.6	19.5
Cheerfulness	58.9	--	58.6	63.7	65.1	63.7	62.9	63.2	62.9	52.2
Defensiveness	21.6	--	21.9	25.4	41.0	26.4	24.9	37.4	25.7	27.1
Drive to achieve	57.3	--	59.0	65.7	72.8	66.1	64.4	73.1	65.0	59.9
Leadership ability	51.5	--	51.0	41.3	47.5	41.7	42.9	47.3	43.1	41.3
Mathematical ability	26.7	--	25.5	28.2	11.9	27.2	28.0	12.1	27.0	33.4
Mechanical ability	28.1	--	26.4	8.1	5.6	8.0	11.2	6.7	10.9	23.8
Originality	37.8	--	38.9	36.6	33.8	36.4	36.7	37.7	36.8	37.0
Physical attractiveness	26.9	--	29.0	23.7	33.5	24.2	24.1	37.2	25.0	26.1
Political conservatism	5.7	--	5.3	7.4	7.0	7.4	7.2	5.8	7.1	10.5
Political liberalism	21.9	--	22.5	16.2	18.6	16.3	17.1	20.7	17.4	20.1
Popularity	42.2	--	41.4	29.3	35.3	29.7	31.4	34.9	31.6	30.2
Popularity with opposite sex	36.2	--	37.5	25.8	32.5	26.2	27.4	36.7	28.0	29.4
Public speaking ability	20.4	--	21.2	20.5	31.0	21.2	20.5	30.3	21.2	20.7
Intellectual self-confidence	39.8	--	42.0	34.9	41.0	35.3	35.6	46.0	36.3	40.7
Social self-confidence	41.1	--	43.0	32.4	41.7	33.0	33.7	46.1	34.5	33.9
Sensitivity to criticism	20.6	--	21.3	29.4	23.4	29.1	28.1	24.3	27.9	25.1
Stubbornness	37.9	--	36.6	38.1	32.8	37.8	38.1	30.8	37.6	36.9
Understanding of others	77.1	--	77.4	78.1	72.7	77.7	77.9	74.7	77.6	65.9
Writing ability	22.6	--	22.5	29.9	25.9	29.6	28.8	25.0	28.5	30.5

[a]Self-rating of "above average" or "highest 10 percent" in comparison with "the average student of your own age."

and blacks of their social prowess (leadership, social self-confidence, physical attractiveness, popularity, and popularity with the opposite sex), but the pattern of racial/ethnic differences was not entirely clear-cut. Thus, even though blacks seemed somewhat unsure of specific academic and related abilities, they nonetheless were much more likely than were nonblacks to see themselves as having intellectual self-confidence, drive to achieve, and public speaking ability. Larger proportions of nonblacks than of blacks saw themselves as sensitive to criticism and stubborn, whereas larger proportions of blacks than of nonblacks regarded themselves as defensive. It should be pointed out here, however, that many of these racial/ethnic differences persist among other aspiring NAH

professionals and are not necessarily unique to those interested in therapy.

Life Goals

The life goals regarded as essential or very important by at least half of the total group of aspiring therapists were helping others in difficulty (endorsed by 90 percent, compared with 61.3 percent of all freshmen), developing a meaningful philosophy of life (66 percent versus 61.1 percent), becoming an authority in their field (62.4 percent versus 62.2 percent), and raising a family (61.5 percent versus 55 percent) (Table V-16). These were the "top four" goals for freshmen-in-general as well as for all groups of aspiring therapists except black women, to whom raising a family was less important than being very well-off financially.

Aspiring therapists differed strikingly from freshmen-in-general in their concern with helping others and with participating in community action programs (the latter goal being endorsed by 35.4 percent of aspiring therapists compared with 27.5 percent of all freshmen) and in their indifference to goals related to success, status, and influence: being very well-off financially (endorsed by 33.5 percent of aspiring therapists, compared with 45.8 percent of all freshmen), succeeding in their own business (25.9 percent versus 37.9 percent), having administrative responsibility over others (20.4 percent versus 25.6 percent), and influencing the political structure (6.7 percent versus 12.5 percent).

Blacks had a more forceful response style than did nonblacks

Table V-16

Life Goals,[a] by Race and Sex--1974 Aspiring Therapists and All Freshmen

	Men			Women			Total			National Norms
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	6.7	--	7.6	8.8	10.8	8.9	8.5	12.2	8.7	11.4
Becoming an authority in my field	62.7	--	63.0	62.0	68.4	62.3	62.0	67.6	62.4	62.2
Obtaining recognition from my colleagues for contributions to my special field	44.0	--	43.8	34.5	41.8	35.0	35.9	41.8	36.3	39.0
Influencing the political structure	8.9	--	8.9	6.0	10.0	6.2	6.4	9.9	6.7	12.5
Influencing social values	28.5	--	31.3	27.5	39.2	28.1	27.6	43.4	28.7	27.2
Raising a family	57.3	--	57.8	62.9	52.1	62.3	62.1	54.6	61.5	55.0
Having administrative responsibility for the work of others	27.7	--	27.3	18.3	33.5	19.2	19.7	31.4	20.4	25.6
Being very well-off financially	45.4	--	46.5	29.7	54.8	31.2	32.0	58.4	33.5	45.8
Helping others who are in difficulty	80.4	--	81.2	92.1	84.6	91.6	90.3	85.5	90.0	61.3
Making a theoretical contribution to science	20.8	--	20.5	10.3	18.1	10.7	11.9	18.1	12.2	13.0
Writing original works (poems, novels, short stories, etc.)	8.0	--	7.2	8.7	14.9	9.1	8.6	11.6	8.9	11.9
Creating artistic work (painting, sculpture, decorating, etc.)	5.9	--	5.2	13.6	12.4	13.5	12.5	9.6	12.2	13.9
Being successful in a business of my own	43.4	--	43.4	21.7	38.2	22.6	24.9	39.2	25.9	37.9
Becoming involved in programs to clean up the environment	28.7	--	29.2	22.1	21.8	22.1	23.1	24.4	23.2	25.9
Developing a meaningful philosophy of life	58.5	--	59.3	67.2	67.4	67.2	65.9	67.3	66.0	61.1
Participating in a community action program	30.1	--	32.8	35.2	47.0	35.9	34.4	49.8	35.4	27.5
Keeping up to date with political affairs	29.1	--	30.0	33.7	23.8	33.1	33.0	27.3	32.6	36.6

[a]Life goals rated as "very important" or "essential."

in that larger proportions endorsed more goals, especially those involving achievement and material success; they also tended to give higher priority to social action goals such as participating in community action programs (49.8 percent versus 34.4 percent) and influencing social values (43.4 percent versus 27.6 percent). Nonblacks were more likely than blacks to emphasize raising a family (62.1 percent versus 54.6 percent), keeping up-to-date with political affairs (33 percent versus 27.3 percent), and helping others (90.3 percent versus 85.5 percent).

Larger proportions of men than of women among aspiring therapists regarded as essential or very important the goals of being very well-off, succeeding in their own business, winning recognition from colleagues, having administrative responsibility, participating in community action programs, and cleaning up the environment; more women than men valued helping others, raising a family, and developing a meaningful philosophy of life. These sex differences are generally consistent with "masculine" and "feminine" stereotypes and with differences between male and female freshmen-in-general.

Each subgroup of aspiring therapists on whom data are available had somewhat different patterns of life goals. Thus, the nonblack man aspiring to become a therapist was more likely than was the average male freshman to value helping others, raising a family, participating in community action programs, and making a theoretical contribution to science, goals that seem appropriate

for a profession that combines scientific interest with a nurturing attitude toward other people; he was less concerned than was the average male freshman with achievement and influence. The nonblack woman planning a career in therapy was much like her male counterpart, giving even more emphasis to helping others and raising a family, though she was no more likely than the average female freshman to value making a scientific contribution. In addition, she was much less concerned than was the average female freshman with artistic achievement or financial success but was somewhat more inclined to emphasize becoming an authority in her field and raising a family. The average black women planning a career in therapy was in many ways more dynamic and achievement-oriented than were nonblack aspirants, male or female. Thus, though less concerned than others with raising a family and keeping up-to-date with political affairs, she was more likely than either her nonblack counterpart or the average female freshman to give high priority to becoming an authority in her field, winning recognition from colleagues, participating in community action programs, being very well-off financially, influencing social values, succeeding in her own business, having administrative responsibility over others, and making a theoretical contribution to science. She was also more likely than other aspiring therapists to value accomplishment in a performing art or in writing.

Identity Groups

Three in four aspiring therapists identified strongly with

their own generation, but only one in four identified strongly with people of the same religion (Table V-17). Approximately equal proportions (slightly over two in five) identified strongly with people in their community, people of their own sex, and people of their own racial/ethnic group. This pattern of identification was the same as those found for other groups of aspiring NAH professionals and for freshmen-in-general.

There were, however, sharp racial/ethnic differences and smaller differences between the sexes: Slightly over half the men, but only 43.3 percent of the women, felt a strong tie with people of their community, whereas 43.4 percent of the women, but only 35.6 percent of the men felt a strong tie with their own sex.

Table V-17

Identity Groups, by Race and Sex--1974 Aspiring Therapists and All Freshmen

	Men			Women			Total			National Norms
	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	NonBlacks	Blacks	Total	
People who live in my community										
Strongest of all	16.2	--	16.2	12.6	11.5	12.5	13.2	12.6	13.1	13.6
Strongly	35.8	--	34.9	31.2	24.7	30.8	31.9	24.9	31.4	28.6
Moderately	36.1	--	35.7	45.6	51.5	45.9	44.1	48.9	44.3	44.8
Little or none	11.8	--	13.3	10.6	12.3	10.7	10.8	15.7	11.1	13.0
People of my own religion										
Strongest of all	5.3	--	5.0	8.0	5.	7.9	7.6	6.4	7.6	6.7
Strongly	15.6	--	18.2	19.0	23.2	19.3	18.5	27.6	19.1	16.1
Moderately	45.2	--	42.5	44.7	52 5	45.2	44.8	44.6	44.8	42.7
Little or none	33.9	--	33.5	28.2	19.2	27.6	29.1	21.4	28.6	34.6
People of my own sex										
Strongest of all	3.2	--	3.8	3.6	1.5	3.5	3 5	3.2	3.5	3.5
Strongly	32.4	--	31.8	40.9	25.2	39.9	39.6	25.4	38.6	32.8
Moderately	55.5	--	55.3	51.8	64.8	52.6	52.4	62.3	53.0	56.1
Little or none	8.9	--	9.2	3.8	8.5	4.0	4.6	9.1	4.9	7.5
People of my own race or ethnic group										
Strongest of all	5 2	--	8.9	5.4	27.3	6.7	5.4	31.1	7.1	8.2
Strongly	35.9	--	36.2	37.1	40.1	37.3	37.0	39.9	37.1	36.4
Moderately	45.2	-	42.5	49.3	29.5	48.2	48.7	26.6	47.3	45.5
Little or none	13 7	--	12.4	8.1	3.1	7.8	9.0	2.4	8.5	11.9
People of my own generation										
Strongest of all	32.7	--	33.5	28.7	24.3	28.5	29.3	27.9	29.2	29.1
Strongly	40.2	--	40.9	45.9	42.3	45.7	45.0	43.6	44.9	42.6
Moderately	25 9	--	24 6	23.9	30.0	24.3	24.2	25.9	24.3	25.1
Little or none	1.1	--	1.0	1.4	3.4	1.5	1.4	2.7	1.5	3.1

Blacks were just as likely to feel a strong racial/ethnic identification as a strong generation identification (71 percent and 71.5 percent, respectively) but were much less inclined to identify with their own sex (28.6 percent).

College Choice

Of the four reasons for college choice examined in this study, the one most likely to be regarded as very important by aspiring therapists was the institution's academic reputation (cited by 57.3 percent of the total group), followed by the special programs offered by the institution (44.6 percent), low tuition (28.4 percent), and the offer of financial assistance (19.6 percent) (Table V-18). The rank-ordering of these reasons was the same for all subgroups; moreover, it was the same for freshmen-in-general, although a substantially smaller proportion (30.4 percent) regarded the availability of special programs as very important to their choice of a college.

Nonblacks tended to be somewhat more concerned than were blacks with low tuition (28.8 percent versus 21.8 percent), whereas blacks were somewhat more concerned with the institution's academic reputation (65.1 percent versus 56.8 percent) and were much more apt to mention the offer of financial assistance (44.6 percent versus 17.8 percent). The only notable sex difference was that women were somewhat more likely than men to be attracted by the institution's academic reputation (59.7 percent versus 44.7 percent).

Table V-18

Reasons for College Choice, by Race and Sex--1974 and 1972 Aspiring Therapists

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
1974									
Low tuition:									
Very important	31.8	--	30.0	28.3	24.6	28.1	28.8	21.8	28.4
Somewhat important	40.5	--	40.9	37.7	38.0	37.7	38.1	39.7	38.2
Not important	27.7	--	29.1	34.1	37.4	34.3	33.1	38.6	33.4
Special programs offered:									
Very important	40.6	--	41.3	45.2	45.7	45.2	44.5	46.3	44.6
Somewhat important	29.0	--	28.6	30.6	39.3	31.1	30.4	35.8	30.7
Not important	30.4	--	30.1	24.2	15.0	23.7	25.2	17.9	24.7
Offered financial assistance:									
Very important	11.2	--	16.6	19.1	37.4	20.1	17.8	44.6	19.6
Somewhat important	20.4	--	18.8	15.9	26.1	16.5	16.6	20.8	16.8
Not important	68.4	--	64.6	65.1	36.5	63.4	65.6	34.6	63.6
Very good academic reputation:									
Very important	44.1	--	44.7	59.1	69.5	59.7	56.8	65.1	57.3
Somewhat important	45.1	--	43.2	35.3	25.4	34.7	36.8	25.3	36.1
Not important	10.9	--	12.2	5.6	5.1	5.6	6.4	9.6	6.6
1972									
Low tuition:									
Very important	25.0	--	23.6	21.2	16.0	20.8	21.7	14.6	21.2
Somewhat important	28.3	--	27.8	27.3	32.7	27.6	27.4	30.8	27.7
Not important	46.7	--	48.6	51.6	51.3	51.5	50.9	54.6	51.1
Special programs offered:									
Very important	31.0	--	30.2	43.5	35.3	42.9	41.7	33.0	41.1
Somewhat important	27.6	--	27.2	25.1	34.2	25.7	25.4	32.4	25.9
Not important	41.4	--	42.6	31.5	30.4	31.4	32.9	34.6	33.0
Offered financial assistance:									
Very important	20.1	--	21.4	14.0	39.6	15.7	14.8	39.3	16.5
Somewhat important	12.5	--	13.3	11.0	20.8	11.7	11.2	21.1	11.9
Not important	67.4	--	65.3	75.0	39.5	72.7	74.0	39.6	71.6
Very good academic reputation:									
Very important	43.0	--	41.9	55.5	56.5	55.6	53.8	52.1	53.7
Somewhat important	43.7	--	45.4	36.6	37.4	36.7	37.6	41.7	37.9
Not important	13.3	--	12.8	7.8	6.1	7.7	8.6	6.2	8.4

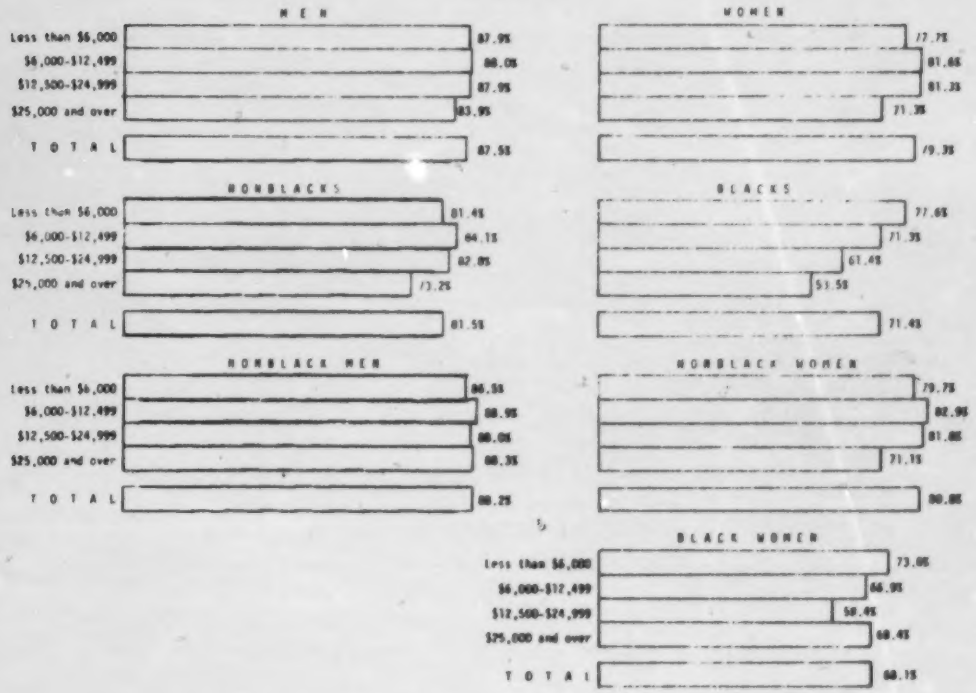
Slightly smaller proportions of aspiring therapists in 1972 than in 1974 mentioned each of the four reasons. The greatest change occurred for low tuition, which was mentioned as a very important reason by only 21.2 percent of the total group in 1972, compared with 28.4 percent in 1974; the increase was most marked among black women (from 16 percent in 1972 to 24.6 percent in 1974), as was also the increase in the proportions citing the special programs offered and the institution's academic reputation. Between 1972 and 1974, the proportion of nonblack men and black women citing the offer of financial aid as very important dropped slightly, but the proportion of nonblack women mentioning this factor increased from 14 percent to 19.1 percent.

In 1974, 80.6 percent of all aspiring therapists, compared with 77.5 percent of all entering freshmen, enrolled in public institutions (Figure V-4). Men were somewhat more likely than women, and nonblacks more likely than blacks, to enroll in public institutions; indeed, close to one in three black women enrolled in a private institution. Parental income was somewhat related to public/private enrollment patterns in that students from the highest income levels ($25,000 and over) were more likely to enroll in private institutions.

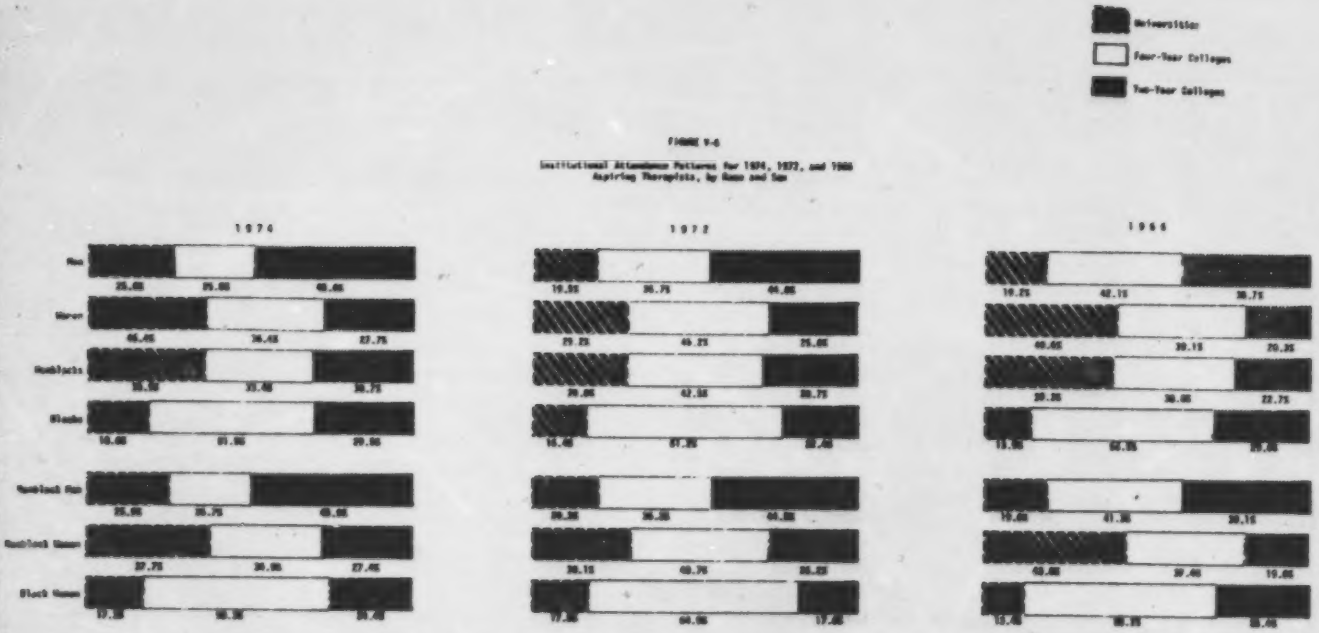
Aspiring therapists were fairly evenly distributed among institutional types, with 34.7 percent entering universities, another 34.7 percent entering four-year colleges, and 30.6 percent entering two-year colleges; the comparable figures for all

FIGURE V-4

Proportion Enrolled in Public Institutions, by Race and Sex--1974 Aspiring Therapists



1974 entering freshmen were 24 percent, 35 percent, and 41 percent (Figure V-5). Nonblacks were substantially more likely to enroll in universities than were blacks (35.9 percent versus 18.6 percent), but only one in three nonblacks, compared with half the blacks, entered four-year colleges (a category that includes most predominantly black institutions). Close to half the men, but only 27.7 percent of the women, entered two-year colleges. Looking at the three subgroups on whom data are given, we find that nonblack men were overrepresented in two-year colleges, nonblack women in universities and black women in four-year colleges.



Between 1966 and 1974, the proportion of aspiring therapists entering two-year colleges increased from 23.2 percent to 30.6 percent, consistent with the general expansion of the community college sector in recent years. This increase occurred primarily among nonblack therapists, however; the proportion of blacks enrolling in two-year colleges remained constant at about 30 percent over the period, and the proportion of black women dropped slightly, from 28.4 percent in 1966 to 24.4 percent in 1974. The enrollment of aspiring therapists in universities declined slightly (from 37.2 percent in 1966 to 34.7 percent in 1974). Of the subgroups, nonblack men and black women were more likely to enroll in universities in 1974 than in 1966, and nonblack women less likely; none-

FIGURE V-6

Institutional Attendance Patterns for 1974 and 1972 Aspiring Therapists, by Sex, by Race, and by Parental Income

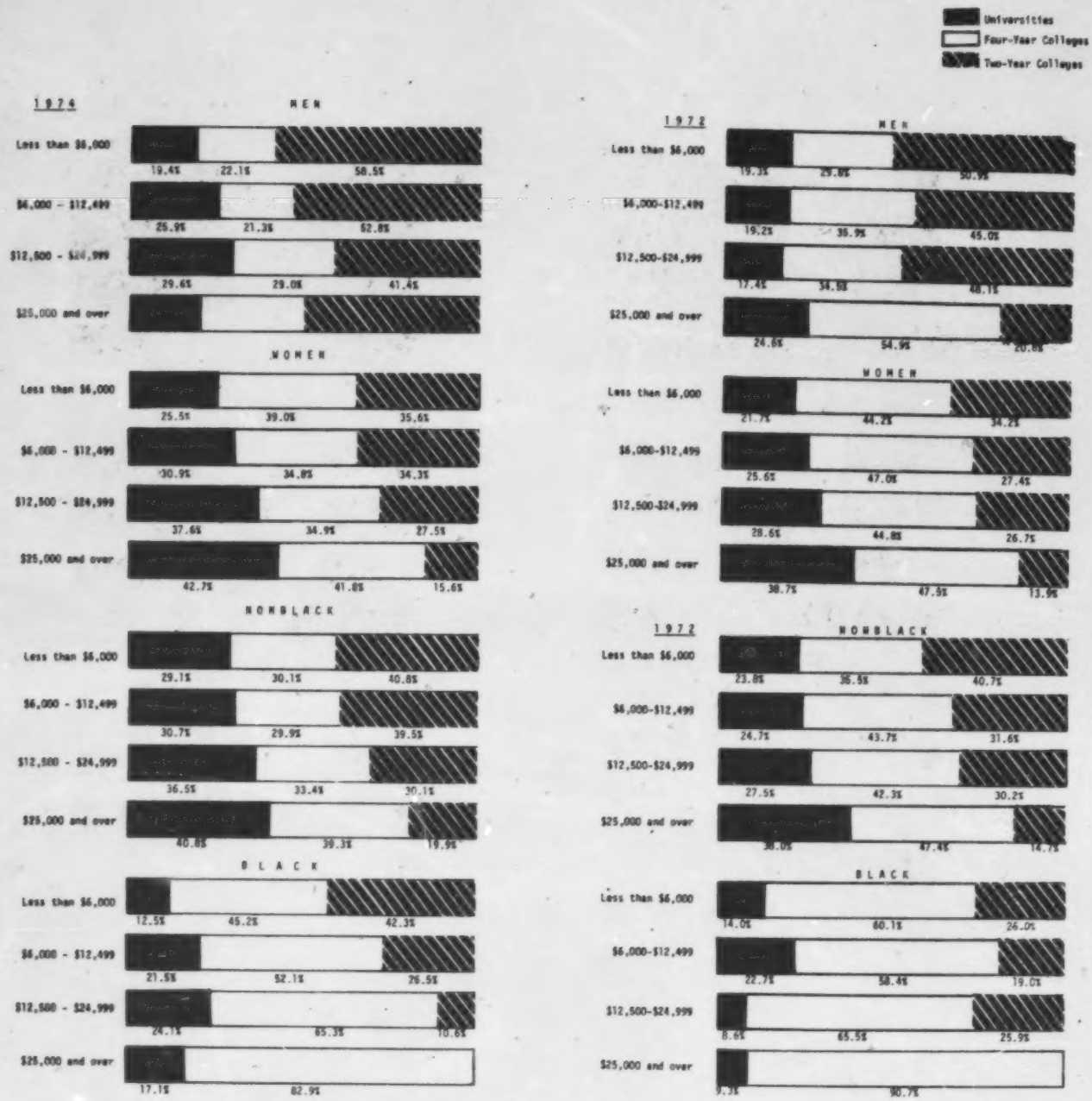
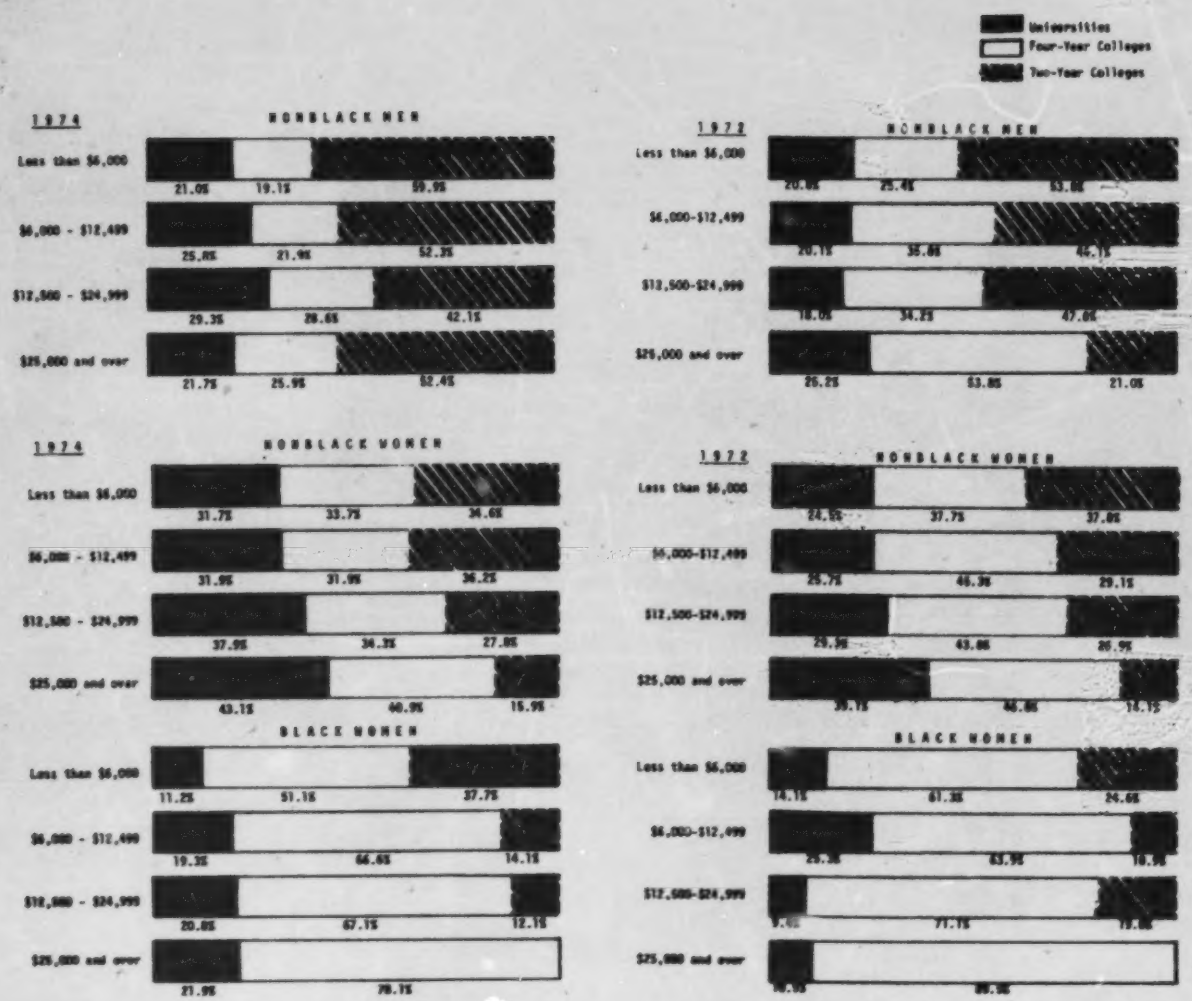


FIGURE V-7

Institutional Attendance Patterns for 1974 and 1972 Aspiring Therapists, by Race and Sex, and by Parental Income



(2) a certificate curriculum, or (3) an entry-level master's degree program; the two latter alternatives are designed for people with baccalaureates in fields other than therapy (Stone and Acquaviva, 1975, pp. 233-34).

The degree plans of aspiring therapists suggest that many may have the third route in mind: Over one-third of those in universities and in two-year colleges, and close to a half of those

Table V-19

Probable Study Field Major, by Race and Sex and by Institutional Type--1974 Aspiring Therapists

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University:									
Biological sciences	3.8	--	6.0	1.8	1.8	1.8	2.0	9.6	2.3
Health technology	--	--	.0	.2	3.8	.3	.2	2.6	.3
Home economics	.0	--	.0	.0	.0	.0	.0	.0	.0
Nursing	--	--	--	.3	.0	.3	.3	.0	.3
Pharmacy	--	--	--	.0	--	.0	.0	--	.0
Therapy	89.7	--	87.3	84.1	81.4	84.0	84.7	76.3	84.4
Other health fields	.0	--	.0	.4	.0	.4	.3	.0	.3
Total health fields	93.5	--	93.3	86.8	86.9	86.8	87.5	88.5	87.6
Total nonhealth fields	6.5	--	6.7	13.2	13.1	13.2	12.5	11.5	12.5
Four-Year College:									
Biological sciences	12.7	--	12.4	2.7	3.7	2.8	3.8	4.3	3.9
Health technology	3.4	--	3.3	.3	.7	.4	.7	.9	.7
Home economics	--	--	.0	.1	.0	.1	.1	.0	.0
Nursing	--	--	--	.0	.6	.1	.0	.6	.1
Pharmacy	--	--	--	.2	--	.2	.2	--	.2
Therapy	50.4	--	49.7	74.6	64.4	73.6	71.9	62.0	71.0
Other health fields	2.4	--	4.2	.6	.0	.6	.8	2.3	1.0
Total health fields	68.9	--	69.6	78.6	69.4	77.7	76.7	70.1	76.7
Total nonhealth fields	31.1	--	30.4	21.4	30.6	22.3	23.3	29.9	23.3
Two-Year College:									
Biological sciences	5.3	--	4.8	2.5	10.6	3.2	3.1	6.6	3.3
Health technology	.0	--	.0	.7	.0	.7	.6	.0	.6
Home economics	.0	--	.0	.0	.0	.0	.0	.0	.0
Nursing	--	--	--	.0	.0	.0	.0	.0	.0
Pharmacy	--	--	--	.0	--	.0	.0	--	.0
Therapy	76.6	--	74.8	84.4	81.4	84.3	82.7	73.7	82.2
Other health fields	4.0	--	3.6	.6	.0	.9	1.4	3.7	1.5
Total health fields	85.9	--	83.2	88.2	92.0	89.1	87.7	84.1	87.5
Total nonhealth fields	14.1	--	16.8	11.8	8.0	10.9	12.3	16.0	12.5

in four-year colleges, planned to get a master's degree, and most of the others aimed for a baccalaureate; substantially more blacks than nonblacks in universities and four-year colleges, and more men than women in all types of institutions, aimed at a master's degree or higher (Table V-20).

Table V-20

Degree Plans, by Race and Sex, and by Type of Institution--1976 Aspiring Therapists

1976 Degree Plans	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
Universities									
Bachelor's	42.8	--	42.4	56.8	17.1	55.7	56.3	24.1	54.1
Master's	33.7	--	32.9	35.6	49.5	36.0	35.4	41.7	36.6
Ph.D. or Ed.D.	12.4	--	11.9	3.4	33.5	4.3	4.6	25.1	5.2
Medical degree	3.5	--	3.2	1.7	.0	1.6	1.9	.0	1.8
Other	7.6	--	9.6	2.4	.0	2.3	3.0	9.1	3.2
Four-Year Colleges									
Bachelor's	33.5	--	28.4	38.8	18.5	36.9	38.3	15.4	36.0
Master's	41.4	--	44.2	49.7	54.6	50.2	48.9	58.4	49.5
Ph.D. or Ed.D.	7.6	--	8.4	4.9	19.2	6.3	5.2	18.2	6.5
Medical degree	11.8	--	11.6	1.9	4.4	2.1	2.9	5.5	3.1
Other	5.7	--	7.4	4.7	3.2	4.6	4.8	5.6	4.9
Two-Year Colleges									
Bachelor's	33.7	--	32.3	49.4	79.5	50.6	45.3	53.2	45.7
Master's	37.5	--	39.6	38.2	8.1	37.0	38.0	31.4	37.7
Ph.D. or Ed.D.	10.4	--	9.7	4.1	.0	4.0	5.8	.0	5.5
Medical degree	6.0	--	5.6	1.0	.0	.9	2.3	.0	2.2
Other	12.4	--	12.9	7.4	12.4	7.6	8.7	15.5	9.0

To some extent, the higher degree aspirations of men and of blacks may be unrealistically ambitious, reflecting a lack of information about the academic credentials needed for a career in therapy. Thus, the women--particularly the nonblack women--may have a better comprehension of what is required to become a therapist.

Over half the two-year college enrollees said they planned to transfer to another institution before graduating; such plans

were more frequent among women than men, and among nonblacks than blacks (Table V-21). Those students who do not transfer from a two-year college in order to complete a baccalaureate will not be able to qualify as therapists, of course, though they may take lower-level jobs as assistants.

Thus, except for the relatively few who planned to major in a totally inappropriate field such as health technology or who planned to get less than a bachelor's degree--and except for the somewhat larger proportion of two-year college entrants who did not plan to transfer to a baccalaureate-granting institution--aspiring health therapists seemed to have educational plans consistent with their career goals, though in some cases their degree aspirations seemed overinflated.

Table V-21

Proportion Likely to Transfer to Another College,[a] by Race and Sex and by Institutional Type--1974 Aspiring Therapists

	Men			Women			Total		
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total
University	37.8	--	36.8	46.0	30.5	45.5	45.1	29.3	44.5
Four-year college	56.5	--	55.2	64.4	58.0	63.8	63.5	56.3	62.8
Two-year college	50.7	--	46.5	59.1	23.3	57.0	57.1	17.4	54.5

[a]Proportion indicating that there was "some chance" or "a very good chance" that they would transfer to another college before graduating.

Career Choice

The altruism and sociability of aspiring therapists were clearly manifested in the reasons they gave for choosing the career (Table V-22). Substantially larger proportions of all aspiring therapists than of all freshmen cited as very important the following factors: opportunity to be helpful to others (92.4 percent

Table V-22

Reasons[a] for Career Choice, by Race and Sex--1974 Aspiring Therapists and All Freshmen

	Men			Women			Total			National Norms
	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	Nonblacks	Blacks	Total	
Job openings generally available	57.9	--	58.5	61.4	67.8	61.8	60.9	67.0	61.3	46.8
Rapid career advancement possible	32.9	--	33.7	25.4	51.1	26.9	26.6	49.1	28.0	34.8
High anticipated earnings	42.5	--	42.2	27.2	57.4	29.1	29.6	53.2	31.2	41.7
Well-respected or prestigious occupation	28.5	--	29.0	26.3	45.9	27.5	26.7	43.2	27.7	32.2
Great deal of independence	39.7	--	38.6	30.3	48.5	31.4	31.8	43.8	32.6	41.1
Chance for steady progress	53.4	--	52.7	42.1	67.3	43.6	43.8	62.7	45.0	48.7
Can make an important contribution to society	64.3	--	65.8	78.4	69.2	77.9	76.3	71.9	76.0	47.2
Can avoid pressure	13.5	--	14.0	13.5	22.6	14.1	13.5	21.8	14.1	17.0
Can work with ideas	33.2	--	34.7	42.9	45.6	43.0	41.4	46.6	41.7	44.1
Can be helpful to others	85.4	--	85.7	93.9	90.9	93.7	92.6	90.3	92.4	61.8
Able to work with people	80.3	--	81.2	92.6	91.9	92.6	90.7	91.6	90.8	61.3
Intrinsic interest in the field	65.1	--	64.8	76.7	76.8	74.8	73.2	73.2	73.2	67.4

[a]Reason indicated as "very important."

versus 61.8 percent of freshmen-in-general), ability to work with people (90.8 percent versus 61.3 percent), and chance to make an important contribution to society (76 percent versus 47.2 percent). In addition, aspiring therapists were more likely to cite intrinsic interest (73.2 percent versus 67.4 percent) and the availability of job openings (61.3 percent versus 46.8 percent).

Though aspiring therapists as a group were less likely than all freshmen to mention such instrumental reasons as rapid advancement, high earnings, steady progress, and prestige, or to be concerned with independence, lack of pressure, and the chance to work with ideas, the blacks among aspiring therapists were more likely than nonblacks to cite such factors. Nonblacks more frequently mentioned contributing to society and being helpful to others. More women than men emphasized altruistic reasons and intrinsic interest, whereas more men than women were concerned with rapid

advancement, high earnings, independence, and steady progress; these differences were consistent with sex differences for all freshmen.

Nonblack men were notable for their humanitarian values and concern with people, relative to other male freshman; moreover, four in five (compared with 74.7 percent of the nonblack women and 76.8 percent of the black women) cited intrinsic interest as very important in their career choice. Nonblack women and black women presented a striking contrast: Substantially more black women than nonblack women mentioned rapid advancement, high earnings, steady progress, the prestige of the profession, and the chance for independence. Moreover, 22.6 percent (versus 13.5 percent of the nonblacks of both sexes) said that avoiding pressure was an important factor in their career choice. Nonblack women, on the other hand, were somewhat more likely to cite altruistic reasons and were much less concerned with either the material and status rewards connected with their career or with such practical considerations as the chance for steady progress. The availability of job openings, however, was relatively important to all subgroups.

Aspiring therapists from low-income backgrounds were more likely than those from affluent backgrounds to cite the chance to be helpful to others as a very important factor in their career choice (Table V-23). Men from the highest income group were more likely than those from the lowest income group to emphasize such practical considerations as job openings, high earnings, rapid

Table V-23

Reasons[a] for Career Choice, by Race, by Sex, and by Income Level--1974 Aspiring Therapists

	Men	Women	Nonblacks	Blacks
Job openings generally available:				
Less than $6,000	34.6	68.2	56.3	67.9
$6,000 - $12,499	64.7	57.9	58.5	68.4
$12,500 - $24,999	59.1	63.1	62.3	67.2
$25,000 and over	61.3	63.7	63.3	67.3
Rapid career advancement possible:				
Less than $6,000	33.4	32.5	24.6	51.6
$6,000 - $12,499	29.9	24.8	24.2	44.2
$12,500 - $24,999	34.5	24.3	25.5	54.5
$25,000 and over	43.3	30.1	30.6	69.8
High anticipated earnings:				
Less than $6,000	35.8	44.0	37.4	52.6
$6,000 - $12,499	39.0	30.5	30.7	48.8
$12,500 - $24,999	46.0	25.3	28.3	51.7
$25,000 and over	43.9	28.4	29.0	69.8
well-respected or prestigious occupation:				
Less than $6,000	17.5	33.1	20.7	49.0
$6,000 - $12,499	29.1	29.4	28.4	39.2
$12,500 - $24,999	31.9	25.5	26.4	34.5
$25,000 and over	23.0	26.8	26.1	38.5
Great deal of independence:				
Less than $6,000	40.3	35.5	34.0	42.9
$6,000 - $12,499	34.8	33.6	32.8	45.9
$12,500 - $24,999	36.1	27.8	29.1	33.8
$25,000 and over	61.0	34.7	37.3	43.7
Chance for steady progress:				
Less than $6,000	66.1	52.1	48.4	72.2
$6,000 - $12,499	47.1	40.7	40.9	54.0
$12,500 - $24,999	52.4	39.6	41.6	58.5
$25,000 and over	56.6	51.4	51.1	84.1
Can make an important contribution to society:				
Less than $6,000	61.5	77.5	78.0	67.9
$6,000 - $12,499	73.8	76.6	76.2	73.7
$12,500 - $24,999	56.7	79.5	75.6	83.4
$25,000 and over	71.2	79.1	78.7	84.1
Can avoid pressure:				
Less than $6,000	21.3	18.5	13.8	32.5
$6,000 - $12,499	15.2	13.7	14.2	11.9
$12,500 - $24,999	10.6	14.3	13.8	11.4
$25,000 and over	19.3	11.6	12.1	21.5
Can work with ideas:				
Less than $6,000	46.9	40.9	42.1	43.2
$6,000 - $12,499	40.7	41.3	40.5	48.4
$12,500 - $24,999	20.9	41.1	37.3	60.9
$25,000 and over	53.6	49.8	50.4	43.7
Can be helpful to others:				
Less than $6,000	97.0	97.3	97.8	95.8
$6,000 - $12,499	86.1	94.3	92.6	92.5
$12,500 - $24,999	80.2	92.8	90.9	84.7
$25,000 and over	88.9	93.3	93.0	84.3
Able to work with people:				
Less than $6,000	87.7	93.3	91.5	92.7
$6,000 - $12,499	79.9	94.7	91.6	92.2
$12,500 - $24,999	76.5	90.0	87.7	94.9
$25,000 and over	89.8	93.9	93.7	84.4
Intrinsic interest in the field:				
Less than $6,000	77.9	76.7	76.2	79.0
$6,000 - $12,499	61.2	73.6	71.7	64.2
$12,500 - $24,999	63.0	73.1	71.3	79.5
$25,000 and over	59.3	77.7	76.2	62.8

[a]Reason indicated as "very important."

advancement, and the prestige of the profession, whereas lower-income women were more likely than more affluent women to cite such reasons. Otherwise, parental income did not seem to be systematically related to career choice.

Summary

Nonblack women, who constituted 78.8 percent of the 1974 aspiring therapists, reported a higher median parental income than any other subgroup of NAH professionals. They were more likely than were their counterparts aspiring to other NAH professions to say that their mothers had a college education or better, and 35.6 percent (compared with 37.3 percent of the nonblack women aspiring to dietetics) said their fathers had at least the baccalaureate. Moreover, their fathers were somewhat more likely than the fathers of other NAH professionals to work at a high-level occupation (the professions, business). Fewer than one in ten was financially independent, and four in five relied on parental aid to help finance their college education; other important sources of support were part-time and summer employment and savings.

The nonblack women aspiring to therapy had a positive self-image, being more inclined than their counterparts planning careers in other NAH professions to rate themselves high on understanding of others, drive to achieve, academic ability, public speaking ability, writing ability, leadership, social self-confidence, originality, popularity, popularity with the opposite sex, athletic ability, artistic ability, and cheerfulness. They gave high priority to

the life goals of helping others in difficulty, becoming an authority in their field, developing a meaningful philosophy of life, and raising a family, but were relatively unconcerned with other status-oriented or materialistic life goals. They chose a career in therapy because it offered them the chance to be helpful to others, to contribute to society, and to work with people; intrinsic interest was another factor frequently cited, as was the availability of job openings. Nonblack women aspiring to therapy were more likely than were other subgroups of aspiring therapists or nonblack women aspiring to other NAH professions to enroll in universities and less likely to enroll in two-year colleges. Their degree aspirations and study field plans seemed generally congruent with their career choice.

The nonblack men among aspiring therapists, who constituted 14.4 percent of the total group in 1974, came from slightly less affluent backgrounds than did their female counterparts, nonblack men aspiring to health technology, or freshmen-in-general but were somewhat more likely than were other nonblack men aspiring to the NAH professions to have college-educated parents and fathers who worked in a high-level occupation. Only 17.7 percent were financially independent of their parents, and three in four received parental support for college. Their other sources of support for college were about the same as those of their female counterparts; though they were somewhat more likely to get BEOG funds and less likely to get private or local scholarships. About one in five

felt major concern over being able to finance a college education. Like the nonblack women, they had a favorable self-image; though less inclined to rate themselves high on intellectual capabilities, they were more apt to rate themselves high on social skills. Further, they were somewhat more likely than were the women, but less likely than was the average male freshman, to give high priority to life goals involving achievement, success, and status. About one in five regarded making a theoretical contribution to science as a very important life goal, compared with 15.5 percent of all male freshmen. They were much more likely than were male freshmen-in-general and nonblack men aspiring to other NAH professions, but somewhat less likely than were their female counterparts, to cite altruistic reasons for their career choice. About half entered two-year colleges, one-fourth entered four-year colleges, and one-fourth (a higher fraction than for other male aspiring NAH professionals) entered universities; most of the two-year college and university entrants planned majors in therapy, but a fairly large proportion of the four-year college entrants said they would major in a nonhealth field--a choice that may not be inconsistent with their career goals. They tended to have high degree aspirations, with at least half in each type of institution aiming for an advanced degree.

The black women planning to become therapists came from a higher socioeconomic background (in terms of median parental income, father's education, and father's occupation) than black women aspir-

ing to other NAH professions; nonetheless, two in five were from the lowest income group (under $6,000), and three in ten expressed major concern over paying for college. They were more likely than were nonblack aspiring therapists of either sex to depend on federal grants (including BEOG, SEOG, and CWS) and less likely to rely on savings or on earnings from part-time employment for college finances. In addition, 22.8 percent borrowed from the NDSL program. They had less confidence in their academic and mathematical abilities than did nonblack female aspiring therapists but were more apt to rate themselves high on drive to achieve, intellectual self-confidence, and public speaking ability, as well as on social and interpersonal skills. Their life goals reflected a somewhat wider range of interests and a greater drive toward achievement and success, and the reasons they gave for choosing a career in therapy revealed a concern with practical and material considerations as well as the altruism and the orientation toward people that typified all subgroups of aspiring therapists. Close to three in five of the black women entered four-year colleges; in addition, they were more likely to enter universities, and less likely to enter two-year colleges, than were black women aspiring to other NAH professions. The majority in all types of institutions planned to major in therapy, though a rather high proportion of the four-year college entrants said they would probably major in a nonhealth field.

About four in five of the university and four-year college entrants planned to get an advanced degree (usually the master's);

these aspirations, while not necessarily inappropriate, may be somewhat unrealistic. Although 79.5 percent of the two-year college entrants said they aimed for a baccalaureate, only 23.3 percent said they planned to transfer to another institution before graduation, and this discrepancy clearly indicates confusion about educational and career goals.

In summary, then, aspiring therapists as a group were highly similar to aspiring dietitians in their background and socioeconomic characteristics; both came from fairly affluent and well-educated families, in contrast to aspiring nurses and health technicians, who were somewhat disadvantaged. Nonetheless, aspiring therapists were slightly more likely than others to be worried about their ability to pay for college, perhaps because their career choice requires a minimum of four years of college. In their relatively high self-ratings of their academic capabilities, aspiring therapists more closely resembled aspiring health technicians than either of the other two groups. In their values (as revealed by their life goals and reasons for career choice), they were closer to aspiring nurses in that they gave relatively heavy emphasis to altruistic considerations and seemed somewhat indifferent to practical and instrumental considerations. Like aspiring nurses--but unlike aspiring dietitians and aspiring health technicians--they gave an impression of sociability and of deep involvement and interest in people.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Between 1966 and 1974, nursing and allied health professions became more popular with entering freshmen: In 1966, aspiring NAH professionals constituted 6.7 percent of the entering freshman class, and in 1972 and 1974, they constituted about 8.5 percent. The absolute number of students aspiring to nursing and allied health professions increased nearly twice as fast as did the number of first-time, full-time freshmen: 82.4 percent versus 43.8 percent. The popularity of these career choices seems to have peaked in 1972, however, and then leveled off, though the absolute number of aspiring health professionals continued to grow because of the growth in freshman enrollments.

In contrast to the health professions, the NAH professions were typically "feminine" career choices and have become slightly more so since 1966, when 89.4 percent of aspiring NAH professionals were women as compared with 91.5 percent in 1974. Health technology attracted the largest percentage of male aspirants (20.7 percent men), followed by therapy (16 percent men). Nursing registered the greatest increase in the number of male aspirants over the eight-year period (245.8 percent), but men still constituted a tiny minority (3 percent) among aspiring nurses in 1974.

Nursing was the most popular of the health fields, attracting 54.7 percent of all aspiring NAH professionals in 1974. The second most popular career choice was health technology (named by fewer than one-fifth), followed by therapy and dietetics.

The General View

The following section gives a general view of aspiring NAH professionals, comparing the four groups with one another and with freshmen-in-general in terms of their major characteristics.

Demographic and Socioeconomic Characteristics

- Blacks were consistently better represented among aspiring NAH professionals than among all freshmen: In 1974, 7.4 percent of all freshmen, but 9.1 percent of aspiring NAH professionals, were black. Nursing had the highest concentration of blacks (10.9 percent), followed by health technology (7.8 percent). Relative to their proportion in the total freshman class, blacks were underrepresented among students interested in dietetics and therapy.
- Although the proportion of American Indians and Puerto Ricans among aspiring NAH professionals was equal to their proportion in the total freshman class (i.e., less than 1 percent), Mexican-Americans, Orientals, and "other" racial/ethnic minorities were underrepresented.
- Like most freshmen, the majority of aspiring NAH professionals were 18 years old at college entry, though the career choice of nursing had larger proportions who were older. In addition, larger proportions of blacks than of nonblacks tended to be age 19 or older at college entry; indeed, one in five black aspiring health technicians, and close to one in four black aspiring nurses, were 21

years or older when they entered college as freshmen.

- The vast majority of aspiring NAH professionals entered college directly after high school graduation, though blacks were more likely than were nonblacks to delay entry by a year or more. Aspiring nurses and health technicians were more likely than were others to delay college entry; they were also more likely to be married than were others.
- One interesting finding about aspiring health technicians is that fully one in five of the black men naming this career choice had never graduated from high school but instead, to enter college, had passed the General Educational Development test, most probably while serving in the military. Their college enrollment seems to have been made possible through G.I. benefits. The implication is that they became interested in a career in health technology because of similar training in the armed forces. The same is true, though to a much smaller extent, of men aspiring to become nurses.
- Aspiring NAH professionals came from less affluent backgrounds than did aspiring health professionals (except aspiring pharmacists), being closer to the national norm. Aspiring dietitians as a group reported the highest median parental income, closely followed by aspiring therapists, then health technicians. Nurses came from the least affluent

backgrounds, with a median parental income that was nearly $2,000 less than that for the average freshman or the average aspiring dietitian or therapist. Men generally reported lower median parental incomes than did women, and blacks reported median parental incomes that were only half those reported by nonblacks. In fact, over half the black aspiring nurses and dietitians and about two-fifths of the black aspiring therapists and health technicians had parental incomes of less than $6,000.

- A similar pattern was found for the educational background of aspiring NAH professionals: The educational level of their parents was lower than that of the parents of aspiring health professionals and closer to the national norm. Aspiring dietitians and therapists--the more affluent groups--had better-educated parents than did aspiring nurses or health technicians. Again, blacks were substantially more disadvantaged than nonblacks, with larger proportions reporting that their parents (especially their fathers) had not even graduated from high school.
- Father's occupation did not seem to be related to student's choice of a NAH career; very few had fathers who worked in health occupations. Consistent with the findings for parents' income and education, aspiring dietitians and therapists were more likely than were the other two groups to have fathers who were employed in a high-status occupation (i.e., the professions, business).

College Choice and Finances

- As was the case with freshmen-in-general, a majority of aspiring NAH professionals entered public institutions. Paralleling the differences in the socioeconomic background of the four career groups, aspiring nurses and health technicians were more likely than were aspiring therapists and dietitians to enroll in two-year colleges, whereas the reverse was true for university attendance. In all four career groups, it was the nonblack women who were most likely to attend universities; blacks were much more likely than were nonblacks to enroll in four-year colleges, a category that includes most predominantly black institutions.
- Regardless of type of institution attended, parental aid was the most common source of financial support for virtually all of the aspiring NAH professionals. Nurses were somewhat less likely to rely on their parents, but then, 23 percent claimed financial independence from their parents. Nonetheless, seven out of ten aspiring nurses relied on parental support for college finances.
- Part-time or summer employment was the second most frequently mentioned source of college finances for nonblacks but ranked only third for blacks, who were more likely than were nonblacks to rely on Basic Educational Opportunity Grants--a finding hardly surprising in view of their lower

socioeconomic status. Among nonblacks, nurses were least likely to mention part-time work or summer employment as a financial source, but again, over half depended on such activity to finance their freshman year. Finally, the third most common sources for nonblacks were savings, with aspiring health technicians relying on this source slightly more than did others. The remaining financial sources were used less frequently, although there was some variation from one subgroup to another, as well as by racial/ethnic category.

Self-Ratings

- Although there was considerable variation by sex and racial/ethnic category as well as by career group, aspiring NAH professionals as a group were much less confident of themselves than were aspiring health professionals. Since men generally give themselves higher ratings than do women, this difference may be attributed to the difference in the sex composition of these two groups of students. Women among aspiring NAH professionals were very similar to women in the total freshman class and did not particularly distinguish themselves in any way except for being somewhat less certain of their artistic and writing abilities.
- Aspiring therapists had the most positive self-image: Larger proportions of them than of other NAH aspirants,

as well as of freshmen-in-general, rated themselves as "above average" or in the "highest 10 percent" on understanding of others, cheerfulness, drive to achieve, academic ability, and leadership ability, as well as social self-confidence, popularity, and popularity with the opposite sex. Aspiring nurses also tended to rate themselves high on the first three of these qualities, whereas aspiring dietitians and health technicians were less inclined to do so. Aspiring health technicians were, however, generally more likely to see themselves as having academic, mathematical, and mechanical ability.

- Overall, women among aspiring NAH professionals were more likely than were men to see themselves as competent academically and intellectually, and blacks were more likely than were nonblacks to see themselves as achievement-oriented and socially inclined.

Life Goals

- Helping others who were in difficulty was the most frequently cited life goal for all aspiring NAH professionals: 90 percent of aspiring therapists, 82.6 percent of aspiring nurses, 65.7 percent of aspiring dietitians, and 64.6 percent of aspiring health technicians (but only 61.3 percent of all freshmen) rated this life goal as essential or very important. The other life goal that appealed more frequently to aspiring NAH professionals than to all freshmen was raising a

family, with female aspiring therapists and nurses more likely to rate this a very important goal than female freshmen-in-general.

- Since women dominated these fields, aspiring NAH professionals were less likely than were aspiring health professionals to emphasize materialistic and status-oriented life goals. Their responses in these areas were very similar to those of all female freshmen. Blacks were somewhat more interested than nonblacks in making money and getting ahead occupationally. In addition, aspiring nurses and therapists gave more emphasis than did aspiring dietitians and health technicians to people-oriented and service goals; these differences are consistent with the requirements of the various professions, in that the former groups work much more directly with people

Reasons for Career Choice

- Aspiring NAH professionals, like aspiring health professionals, were more likely than were freshmen-in-general to cite as very important in their career choice the opportunity to be helpful to others and the ability to work with people. The availability of jobs was also very important to them, though more so to blacks than to nonblacks.
- Intrinsic interest in the field was a strong motive for all except aspiring health technicians, who seemed to be attracted more by the high earning potential of their chosen career.

- Aspiring NAH professionals were less interested in the chance to work with ideas than were all freshmen. Aspiring nurses and therapists were particularly interested in making a contribution to society. On the whole, they were more altruistic and people-oriented than were aspiring health technicians and dietitians.
- Finally, blacks and men were more interested in job opportunities and materialistic gains than were nonblacks and women.

In summary, aspiring NAH professionals came from low socioeconomic backgrounds, relative to aspiring health professionals; they were somewhat less sure of themselves, but in many ways their life goals, abilities, and reasons for career choice were congruent, reflecting a desire to work with and help people.

A Final Word

How many of the freshmen who say they plan on a career in nursing or an allied health profession will actually go into that career? Astin and Panos, studying 1961 freshmen followed up in 1965, found that the majority of students change their career plans during college, though stability rates vary considerably from one career choice to another. For instance, nursing was the most stable of all career choices (in a health or nonhealth field), retaining 57.1 percent of the students who initially named it, whereas health technology was relatively unstable (Astin & Panos, 1969, p. 43). Moreover, the non-M.D.

health professions had difficulty attracting "recruits" from other fields and thus registered a net loss over the undergraduate years: from 5.5 percent of the total freshman class naming a career choice in one of those fields to 4 percent of the total group naming such a choice four years after college entry (Astin & Panos, 1969, p. 134).

The earlier BHRD-sponsored ACE study, which looked at follow-up data on some groups of students, throws additional light on this subject. Among 1967 freshmen followed up in 1971, only the career choice of therapist registered even a miniscule gain, being named by .9 percent of all entering freshmen and by 1.1 percent of the group followed up four years later. Apparently, during the undergraduate years, more men become interested in therapy as a career. The changes in the proportion naming the other careers were as follows: nursing, from 2.6 percent of all 1967 entering freshmen to 2.5 percent of these same students four years later; health technology, from 1.4 percent in 1967 to 1.2 percent in 1971; dietetics, from .7 percent in 1967 to .4 percent in 1971 (Holmstrom, 1973, Table 34).

Phase III of the earlier study also produced information not only on the proportions of "stables" within each of the four groups (i.e., those who named the same career choice both in 1966, when they were entering freshmen, and in 1970, when many had graduated) but also on the recruits to each NAH profession (i.e., those who initially named some other choice). Nursing had the highest retention rate (70 percent). Of the additional students who

four years after college entry said they planned to become nurses, 4.9 percent had initially named one of the health professions as their career choice; another 2.5 percent had named one of the allied health professions; 2.5 percent had initially planned to become social workers; 2.3 percent, elementary or high school teachers; and 3.2 percent, housewives.

The next most stable NAH profession was dietetics, with a retention rate of 54.3 percent. Over the college years, students who had initially planned on careers in teaching (11.4 percent), nursing (6.7 percent), health technology (4.3 percent), and business (3.9 percent) were attracted into dietetics. Another 3.2 percent had initially planned to become housewives. Unlike the other NAH professions, dietetics attracted no recruits from the health professions.

Therapy had a retention rate of 43.4 percent and attracted primarily students who had initially planned to become elementary or high school teachers (16.9 percent). Smaller proportions were recruited from among aspiring health professionals (5.1 percent), housewives (4.2 percent) social workers (3.1 percent), and health technicians (2.8 percent).

Finally, health technology was the NAH profession least likely to retain its freshman aspirants: Only one in three of the freshmen planning to go into that field had the same career plans four years later. About three in twenty of those who four years after college entry said they planned to become health technicians had

originally planned on careers in one of the health professions. Another 11 percent had planned to become teachers; 8 percent, housewives; and 7 percent, nurses.

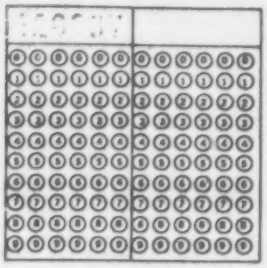
In short, the patterns with respect to the relative stability of each of these career choices, as reported in the earlier ACE study (Holmstrom & Cohen, 1974, Table II-1), were consistent with those found by Astin and Panos (1969): Those freshmen who planned to become nurses were least likely to change their minds, those planning to become health technicians were most likely to switch to some other choice. It should be noted that some students simply changed to another choice within the NAH professions. Moreover, health technology especially, and therapy and nursing to a lesser degree, tended to attract students who initially planned to go into medicine, dentistry, etc.; thus, this change may be said to represent a downgrading of career aspirations. But for other students, the switch to a career choice in the NAH professions may reflect a rise in aspirations: Each of the fields, especially health technology, recruited women whose goal was to become housewives.

In summary, nursing and allied health professions remain attractive throughout the college years to thousands of women students, especially those from rather disadvantaged backgrounds and those whose career aspirations are somewhat traditional and sex-typed. These fields would seem to offer these women some measure of security and status, giving them a chance to have a

career while at the same time gratifying their desire to be of service to others and to work with people.

APPENDIX A: STUDENT INFORMATION FORM, 1966

STUDENT INFORMATION FORM



YOUR NAME(please print) _____
First Middle or Maiden Last

HOME STREET ADDRESS _____

_____
CITY STATE ZIP CODE (if known)

Note: The information in this report is being collected through the American Council on Education as part of a study of this year's entering class. Please complete all items. Your name and address has been requested in order to facilitate mail follow-up studies. Your responses will be used only in group summaries for research purposes, and will not be identified with you individually.

Social Security Number (If known)

Date of Birth ____ ____ ____
Month Day Year

If you recently took any of the national achievement tests and happen to remember your score, fill in the appropriate information:

	Score		Score
SAT Verbal		ACT Composite	
SAT Math		NMSC Selection Score	

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer).
Make heavy black marks that fill the circle.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read? Yes ○ No ●

1. Your Sex: Male ○ Female ○

2. From what kind of secondary school did you graduate? (Mark one)
- Public ○
- Private (denom.-national) ○
- Private (nondenominational) ○
- Other ○

3. What was your average grade in secondary school? (Mark one)

A or A+	○	B-	○
A-	○	C+	○
B+	○	C	○
B	○	D	○

4. What is the highest academic degree that you intend to obtain? (Mark one)
- None ○
- Associate (or equivalent) ○
- Bachelor's degree (B.A., B.S., etc.) ○
- Master's degree (M.A., M.S., etc.) ○
- Ph.D. or Ed.D. ○
- M.D., D.D.S., or D.V.M. ○
- LL.B. or J.D. ○
- B.D. ○
- Other ○

5. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)
- Was elected president of one or more student organizations (recognized by the school) ○
- Received a high rating (Good, Excellent) in a state or regional music contest ○
- Participated in a state or regional speech or debate contest ○
- Had a major part in a play ○
- Won a varsity letter (sports) ○
- Won a prize or award in an art competition ○
- Edited the school paper, yearbook, or literary magazine ○
- Had poems, stories, essays, or articles published ○
- Participated in a National Science Foundation summer program ○
- Placed (first, second, or third) in a state or regional science contest ○
- Was a member of a scholastic honor society ○
- Won a Certificate of Merit or Letter of Commendation in the National Merit Program ○

6. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some concern (but I will probably have enough funds)
- Major concern (not sure I will be able to complete college)

7. Through what source do you intend to finance the first year of your undergraduate education? (Mark one for each item)

	Major Source	Minor Source	Not a Source
Employment during college			
Employment during summer			
Scholarship			
G. I. Bill			
Personal savings			
Tuition deferment loan from college			
Parental aid			
Federal government			
Commercial loan			

8. What is your racial background? (Mark one)

- Caucasian
- Negro
- American Indian
- Oriental
- Other

9. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less		
Some high school		
High school graduate		
Some college		
College degree		
Postgraduate degree		

10. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes.

- Less than $4,000
- $4,000–$5,999
- $6,000–$7,999
- $8,000–$9,999
- $10,000–$14,999
- $15,000–$19,999
- $20,000–$24,999
- $25,000–$29,999
- $30,000 or more

11. Mark one in each column below:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant		
Roman Catholic		
Jewish		
Other		
None		

12. In deciding where to go to college, through what source did this college first come to your attention? (Mark one)

- Relative
- Friend
- High school counselor or teacher
- Professional counseling or college placement service
- This college or a representative from this college
- Other source
- I cannot recall

13. To what extent do you think each of the following describes the psychological climate or atmosphere at this college? (Mark one answer for each item)

	Very Descriptive	In Between	Not at all Descriptive
Intellectual			
Snobbish			
Social			
Victorian			
Practical-minded			
Warm			
Realistic			
Liberal			

14. Answer each of the following as you think it applies to this college:

	Yes	No
The students are under a great deal of pressure to get high grades		
The student body is apathetic and has little "school spirit"		
Most of the students are of a very high calibre academically		
There is a keen competition among most of the students for high grades		
Freshmen have to take orders from upperclassmen for a period of time		
There isn't much to do except to go to class and study		
I felt "lost" when I first came to the campus		
Being in this college builds poise and maturity		
Athletics are overemphasized		
The classes are usually run in a very informal manner		
Most students are more like "numbers in a book"		

15. Are you:

- An only child (Mark and skip to number 20)
- The first-born (but not an only child)
- The second-born
- The third-born
- Fourth (or later) born

16. How many brothers and sisters now living do you have? (Mark one)

- None (Mark and skip to number 20)
- 1 2 3 4 5 6 7 8 or more

17. Mark one circle for each of your brothers and sisters between the ages of 13 and 23

	13	14	15	16	17	18	19	20	21	22	23
Brothers											
Sisters											

18. Are you a twin? (Mark one)

- No. (Mark and skip to number 20)
- Yes, identical
- Yes, fraternal same sex
- Yes, fraternal opposite sex

19. Is your twin attending college?

- No
- Yes, the same college
- Yes, a different college

20. Mark one in each column:

	Your current home state	Your birthplace	Your father's birthplace	Your mother's birthplace
Alabama	○	○	○	○
Alaska	○	○	○	○
Arizona	○	○	○	○
Arkansas	○	○	○	○
California	○	○	○	○
Colorado	○	○	○	○
Connecticut	○	○	○	○
Delaware	○	○	○	○
D. C.	○	○	○	○
Florida	○	○	○	○
Georgia	○	○	○	○
Hawaii	○	○	○	○
Idaho	○	○	○	○
Illinois	○	○	○	○
Indiana	○	○	○	○
Iowa	○	○	○	○
Kansas	○	○	○	○
Kentucky	○	○	○	○
Louisiana	○	○	○	○
Maine	○	○	○	○
Maryland	○	○	○	○
Massachusetts	○	○	○	○
Michigan	○	○	○	○
Minnesota	○	○	○	○
Mississippi	○	○	○	○
Missouri	○	○	○	○
Montana	○	○	○	○
Nebraska	○	○	○	○
Nevada	○	○	○	○
New Hampshire	○	○	○	○
New Jersey	○	○	○	○
New Mexico	○	○	○	○
New York	○	○	○	○
North Carolina	○	○	○	○
North Dakota	○	○	○	○
Ohio	○	○	○	○
Oklahoma	○	○	○	○
Oregon	○	○	○	○
Pennsylvania	○	○	○	○
Rhode Island	○	○	○	○
South Carolina	○	○	○	○
South Dakota	○	○	○	○
Tennessee	○	○	○	○
Texas	○	○	○	○
Utah	○	○	○	○
Vermont	○	○	○	○
Virginia	○	○	○	○
Washington	○	○	○	○
West Virginia	○	○	○	○
Wisconsin	○	○	○	○
Wyoming	○	○	○	○
Latin America	○	○	○	○
Europe	○	○	○	○
Africa	○	○	○	○
Asia	○	○	○	○
Other	○	○	○	○

21 Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

① First choice (your probable major field of study).
② Second choice.
Ⓛ The field of study which is least appealing to you.

Arts and Humanities

Architecture	①	②	Ⓛ
English (literature)	①	②	Ⓛ
Fine arts	①	②	Ⓛ
History	①	②	Ⓛ
Journalism (writing)	①	②	Ⓛ
Language (modern)	①	②	Ⓛ
Language (other)	①	②	Ⓛ
Music	①	②	Ⓛ
Philosophy	①	②	Ⓛ
Speech and drama	①	②	Ⓛ
Theology	①	②	Ⓛ
Other	①	②	Ⓛ

Biological Science

Biology (general)	①	②	Ⓛ
Biochemistry	①	②	Ⓛ
Biophysics	①	②	Ⓛ
Botany	①	②	Ⓛ
Zoology	①	②	Ⓛ
Other	①	②	Ⓛ

Business

Accounting	①	②	Ⓛ
Business admin.	①	②	Ⓛ
Electronic data processing	①	②	Ⓛ
Secretarial studies	①	②	Ⓛ
Other	①	②	Ⓛ

Engineering

Aeronautical	①	②	Ⓛ
Civil	①	②	Ⓛ
Chemical	①	②	Ⓛ
Electrical	①	②	Ⓛ
Industrial	①	②	Ⓛ
Mechanical	①	②	Ⓛ
Other	①	②	Ⓛ

Physical Science

Chemistry	①	②	Ⓛ
Earth science	①	②	Ⓛ
Mathematics	①	②	Ⓛ
Physics	①	②	Ⓛ
Statistics	①	②	Ⓛ
Other	①	②	Ⓛ

Professional

Health Technology (medical, dental, laboratory)	①	②	Ⓛ
Nursing	①	②	Ⓛ
Pharmacy	①	②	Ⓛ
Predentistry	①	②	Ⓛ
Prelaw	①	②	Ⓛ
Premedical	①	②	Ⓛ
Preveterinary	①	②	Ⓛ
Therapy (occupat., physical, speech)	①	②	Ⓛ
Other	①	②	Ⓛ

Social Science

Anthropology	①	②	Ⓛ
Economics	①	②	Ⓛ
Education	①	②	Ⓛ
History	①	②	Ⓛ
Political science (government, int. relations)	①	②	Ⓛ
Psychology	①	②	Ⓛ
Social work	①	②	Ⓛ
Sociology	①	②	Ⓛ
Other	①	②	Ⓛ

Other Fields

Agriculture	①	②	Ⓛ
Communications (radio, T. V., etc.)	①	②	Ⓛ
Electronics (technology)	①	②	Ⓛ
Forestry	①	②	Ⓛ
Home economics	①	②	Ⓛ
Industrial arts	①	②	Ⓛ
Library science	①	②	Ⓛ
Military science	①	②	Ⓛ
Physical education and recreation	①	②	Ⓛ
Other (technical)	①	②	Ⓛ
Other (nontechnical)	①	②	Ⓛ
Undecided	①	②	Ⓛ

Please be sure that only three circles have been marked in the above list.

22. Probable Career Occupation

Note: Make only three responses, one in each column { ① First Choice, ② Second Choice, Ⓛ Least Appealing }

Accountant or actuary	①	②	Ⓛ
Actor or entertainer	①	②	Ⓛ
Architect	①	②	Ⓛ
Artist	①	②	Ⓛ
Business (clerical)	①	②	Ⓛ
Business executive (management, administrator)	①	②	Ⓛ
Business owner or proprietor	①	②	Ⓛ
Business salesman or buyer	①	②	Ⓛ
Clergyman (minister, priest)	①	②	Ⓛ
Clergy (other religious)	①	②	Ⓛ
Clinical psychologist	①	②	Ⓛ
College teacher	①	②	Ⓛ
Computer programmer	①	②	Ⓛ
Conservationist or forester	①	②	Ⓛ
Dentist (including orthodontist)	①	②	Ⓛ
Dietitian or home economist	①	②	Ⓛ
Engineer	①	②	Ⓛ
Farmer or rancher	①	②	Ⓛ
Foreign service worker (including diplomat)	①	②	Ⓛ
Housewife	①	②	Ⓛ
Interior decorator (including designer)	①	②	Ⓛ
Interpreter (translator)	①	②	Ⓛ
Lab technician or hygienist	①	②	Ⓛ
Law enforcement officer	①	②	Ⓛ
Lawyer (attorney)	①	②	Ⓛ
Military service (career)	①	②	Ⓛ
Musician (performer, composer)	①	②	Ⓛ
Nurse	①	②	Ⓛ
Optometrist	①	②	Ⓛ
Pharmacist	①	②	Ⓛ
Physician	①	②	Ⓛ
School counselor	①	②	Ⓛ
School principal or superintendent	①	②	Ⓛ
Scientific researcher	①	②	Ⓛ
Social worker	①	②	Ⓛ
Statistician	①	②	Ⓛ
Therapist (physical, occupational, speech)	①	②	Ⓛ
Teacher (elementary)	①	②	Ⓛ
Teacher (secondary)	①	②	Ⓛ
Veterinarian	①	②	Ⓛ
Writer or journalist	①	②	Ⓛ
Skilled trades	①	②	Ⓛ
Other	①	②	Ⓛ
Undecided	①	②	Ⓛ

23. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, Mark "F." If you engaged in an activity one or more times, but not frequently, Mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	F	O	N
Came late to class	F	O	N
Listened to New Orleans (Dixieland) jazz	F	O	N
Gambled with cards or dice	F	O	N
Played a musical instrument	F	O	N
Took a nap or rest during the day	F	O	N
Drove a car	F	O	N
Stayed up all night	F	O	N
Studied in the library	F	O	N
Attended a ballet performance	F	O	N
Participated on the speech or debate team	F	O	N
Acted in plays	F	O	N
Sang in a choir or glee club	F	O	N
Argued with other students	F	O	N
Called a teacher by his or her first name	F	O	N
Wrote an article for the school paper or literary magazine	F	O	N
Had a blind date	F	O	N
Wrote a short story or poem (not for a class)	F	O	N
Played in a school band	F	O	N
Played in a school orchestra	F	O	N
Smoked cigarettes	F	O	N
Attended Sunday school	F	O	N
Checked out a book or journal from the school library	F	O	N
Went to the movies	F	O	N
Discussed how to raise money with other students	F	O	N
Said grace before meals	F	O	N
Played ball including grace before meals	F	O	N
Listened to folk music	F	O	N
Attended a public recital or concert	F	O	N
Made wisecracks in class	F	O	N
Arranged a date for another student	F	O	N
Went to an overnight or weekend party	F	O	N
Took weight reducing or dietary formula	F	O	N
Drank beer	F	O	N
Overslept and missed a class or appointment	F	O	N
Typed a homework assignment	F	O	N
Participated in an informal group sing	F	O	N
Drank wine	F	O	N
Cribbed on an examination	F	O	N
Turned in a paper or theme late	F	O	N
Tried on clothes in a store without buying anything	F	O	N
Asked questions in class	F	O	N
Attended church	F	O	N
Participated in organized demonstrations	F	O	N

24. Indicate the importance to you personally of each of the following. (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject in my subject field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Becoming an accomplished musician (performer or composer)	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming an outstanding athlete	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N

25. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

Trait	Highest 10 Percent	Above Average	Average	Below Average	Lowest 10 Percent
Academic ability	O	O	O	O	O
Athletic ability	O	O	O	O	O
Artistic ability	O	O	O	O	O
Cheerfulness	O	O	O	O	O
Defensiveness	O	O	O	O	O
Drive to achieve	O	O	O	O	O
Leadership ability	O	O	O	O	O
Mathematical ability	O	O	O	O	O
Mechanical ability	O	O	O	O	O
Originality	O	O	O	O	O
Political conservatism	O	O	O	O	O
Political liberalism	O	O	O	O	O
Popularity	O	O	O	O	O
Popularity with the opposite sex	O	O	O	O	O
Public speaking ability	O	O	O	O	O
Self-confidence (intellectual)	O	O	O	O	O
Self-confidence (social)	O	O	O	O	O
Sensitivity to criticism	O	O	O	O	O
Stubbornness	O	O	O	O	O
Understanding of others	O	O	O	O	O
Writing ability	O	O	O	O	O

26. How old will you be on December 31 of this year? (Mark one)

- 16 or younger
- 17
- 18
- 19
- 20
- 21
- Older than 21

27. If you are married, omit the following question. What is your best guess as to the chances that you will marry

	While in College?	Within a Year after College?
Very good chance	O	O
Some chance	O	O
Very little chance	O	O
No chance	O	O

Prepared by American Council on Education, 1785 Massachusetts Ave., N.W., Washington, D.C.

APPENDIX B: STUDENT INFORMATION FORM, 1972

YOUR NAME (Please print) First Middle or Maiden Last

HOME STREET ADDRESS (print)

CITY (print) STATE Zip Code

1972 STUDENT INFORMATION FORM 467044

When were you born? Month (01-12) Day (01-31) Year

Dear Student:

The information in this report is being collected as part of a continuing study of higher education by the American Council on Education. The Council, which is a non-governmental association of colleges and educational organizations, encourages and solicits your cooperation in this research in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Council. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely yours,

Roger W. Heyns, President

DO NOT MARK | MARK ONLY IF DIRECTED | GRP.

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 3½ or less).
Make heavy black marks that fill the circle.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

EXAMPLE: Yes No

Will marks made with ball pen or fountain pen be properly read? ... ○ ●

1. Your Sex:
   Male ○
   Female ○

2. Are you a U.S. Citizen? (Mark one)
   Yes, native born ○
   Yes, naturalized ○
   No ○

3. How old will you be on December 31 of this year? (Mark one)
   16 or younger ○ 20 ○
   17 ○ 21 ○
   18 ○ 22-25 ○
   19 ○ 26 or older ○

4. What is the highest academic degree that you intend to obtain? (Mark one in each column)

	Highest Planned	Highest Planned at Each College
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.Div. (Divinity)	○	○
Other	○	○

5. How many miles is this college from your parents' home? (Mark one)
   5 or less ○ 51-100 ○
   6-10 ○ 101-500 ○
   11-50 ○ More than 500 ○

6. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptance? (Mark one in each column)

	Applications	Acceptances
No other	○	○
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five	○	○
Six or more	○	○

7. Are you enrolled as: (Mark one)
   a regular, full-time student? ○
   a part-time student? ○
   a special or conditional student? ○

8. Prior to this term, have you ever taken courses for credit at this institution?
   Yes ○ No ○

9. Since leaving high school, have you ever taken courses for credit at any other institution? (Mark all that apply)
   No ○
   Yes, at a junior or community college ○
   Yes, at a four year college or university ○
   Yes, at some other postsecondary school (e.g. technical, vocational, business) ○

10. Did you graduate from secondary school in the class of 1972?
    Yes ○ No ○

11. From what kind of secondary school did you graduate? (Mark one)
    Public ○
    Private (denominational) ○
    Private (nondenominational) ○
    Other ○

12. What was your average grade in secondary school? (Mark one)
    A or A+ ○ B- ○
    A- ○ C+ ○
    B+ ○ C ○
    B ○ D ○

13. Where did you rank academically in your high school graduating class? (Mark one)
    Top Quarter ○ 3rd Quarter ○
    2nd Quarter ○ Lowest Quarter ○

14. How many students were in your high school graduating class? (Mark one)
    25 or less ○ 101-249 ○
    26-50 ○ 250-500 ○
    51-100 ○ Over 500 ○

15. What percentage of students in your high school graduating class went on to college? (Mark one)
    Under 10 percent ○ 50-74 percent ○
    10-24 percent ○ 75 percent or more ○
    25-49 percent ○

16. Where did you live for most of the time while you were growing up? (Mark one)
    On a farm ○
    In a small town ○
    In a moderate-sized town or city ○
    In a suburb of a large city ○
    In a large city ○

17. Which applies to you? (Mark one)

- Presently married
- Presently engaged
- Have been seeing one person exclusively
- Have been dating, but no one steadily
- Have not been dating in recent months

18. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some concern (but I will probably have enough funds)
- Major concern (not sure I will have enough funds to complete college)

19. For each item below, indicate its importance as a source for financing your education. (Mark one answer for each item)

	Major Source	Minor Source	Not a Source
Part-time or summer work			
Savings from full-time employment			
Spouse's employment			
Parental or family aid or gifts			
Federal benefits from parent's military service			
G.I. benefits from your military service			
Scholarships and grants			
NDEA loans, federally insured loans, or college loans			
Other repayable loans			

20. What is your best estimate of the total income last year of your parents (not your own family, if you are married)? **Consider annual income from all sources before taxes.** (Mark one)

Less than $3,000	$15,000-$19,999
$3,000-$3,999	$20,000-$24,999
$4,000-$5,999	$25,000-$29,999
$6,000-$7,999	$30,000-$34,999
$8,000-$9,999	$35,000-$39,999
$10,000-$12,499	$40,000-$49,999
$12,500-$14,999	$50,000 or more

21. What is the highest level of formal education obtained by your parents and (if married) by your spouse? (Mark one in each column)

	Father	Mother	Spouse
Grammar school or less			
Some high school			
High school graduate			
Some college			
College degree			
Some graduate school			
Graduate degree			
(Not married)			

22. Mark one in each row:

	Jewish	Protestant	Roman Catholic	Other	None
Religion in which mother was reared					
Religion in which father was reared					
Religion in which you were reared					
Your present religious preference					

23. Which of the following is currently true about your parents? (Mark one)

- Both alive and married to each other
- Both alive and divorced or separated
- One or both parents deceased

24. Are your parents employed at present? (Mark one in each column)

	Father	Mother
Yes, full time		
Yes, part time		
No, but was in the past		
No, and never was		

25. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

26. Below is a list of statements on a wide range of topics that may or may not apply to you. Mark all items to which you are able to answer "yes".

	Yes
I have been employed for at least a year while not in school	
I have won a prize or award in an art competition	
I have had poems, stories, essays, or articles published	
During the past year I:	
played a musical instrument	
attended religious services	
participated in an organized demonstration	
visited an art gallery or museum	
smoked cigarettes regularly	
drank beer	
had vocational counseling	
worked in a local, state, or national political campaign	
While in high school I:	
was a member of a scholastic honor society	
won a varsity letter in basketball or football	
won a varsity letter in another sport	
edited the high school paper, yearbook, or literary magazine	

27. What is: (Mark one in each column)

- Your probable future occupation?
- Your father's current occupation?
- Your mother's current occupation?
- Your spouse's current occupation, if married?

NOTE: If your father or mother is deceased or retired, please indicate his or her last occupation.

	Your probable future occupation?	Your father's current occupation?	Your mother's current occupation?	Your spouse's current occupation, if married?
Accountant or actuary				
Actor or entertainer				
Architect				
Artist				
Business (clerical)				
Business executive (manager, administrator)				
Business owner or proprietor				
Business salesman or buyer				
Clergy (rabbi, minister, priest)				
Clergy (other religious)				
Clinical psychologist				
College teacher				
Computer programmer				
Conservationist or forester				
Dentist (including orthodontist)				
Dietitian or home economist				
Engineer				
Farmer or rancher				
Foreign service worker (including diplomat)				
Homemaker (full-time)				
Interior decorator (including designer)				
Interpreter (translator)				
Lab technician or hygienist				
Law enforcement officer				
Lawyer (attorney)				
Military service (career)				
Musician (performer, composer)				
Nurse				
Optometrist				
Pharmacist				
Physician				
School counselor				
School principal / superintendent				
Scientific researcher				
Social worker				
Statistician				
Therapist (physical, occupational, speech)				
Teacher (elementary)				
Teacher (secondary)				
Veterinarian				
Writer or journalist				
Skilled trades				
Other				
Undecided				
Laborer (unskilled)				
Semi-skilled worker				
Other occupation				
Unemployed				
Student				

28. Are you a veteran? (Mark one)

- No
- Yes, I served in Southeast Asia
- Yes, but I did not serve in Southeast Asia

29. Are you: (Mark all that apply.)

- White/Caucasian
- Black/Negro/Afro-American
- American Indian
- Oriental
- Mexican-American/Chicano
- Puerto Rican-American
- Other

30. The following is a list of several ethnic groups. The list is not intended to be all-inclusive; if no response seems appropriate, mark "none of above apply."

(Mark one in each column)	Father's Ethnic Group	Mother's Ethnic Group	Your Ethnic Identity (if any)
Canadian	O	O	O
English/Scotch/Welsh	O	O	O
Greek	O	O	O
Italian	O	O	O
Irish	O	O	O
Latin American/Spanish	O	O	O
Polish	O	O	O
Russian or other Slavic	O	O	O
Scandinavian	O	O	O
None of above apply	O	O	O

31. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
The Federal government is not doing enough to control environmental pollution	O	O	O	O
The Federal government is not doing enough to protect the consumer from faulty goods and services	O	O	O	O
The Federal government is not doing enough to promote school desegregation	O	O	O	O
There is too much concern in the courts for the rights of criminals	O	O	O	O
As long as they work hard, people should be paid equally regardless of ability or quality of work	O	O	O	O
The activities of married women are best confined to the home and family	O	O	O	O
Wealthy people should pay a larger share of taxes than they do now	O	O	O	O
Marijuana should be legalized	O	O	O	O
Parents should be discouraged from having large families	O	O	O	O
Women should receive the same salary and opportunities for advancement as men in comparable positions	O	O	O	O
Realistically, an individual can do little to bring about changes in our society	O	O	O	O

32. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College officials have the right to regulate student behavior off campus	O	O	O	O
The chief benefit of a college education is that it increases one's earning power	O	O	O	O
Faculty promotions should be based in part on student evaluations	O	O	O	O
College grades should be abolished	O	O	O	O
Colleges would be improved if organized sports were de-emphasized	O	O	O	O
Student publications should be cleared by college officials	O	O	O	O
College officials have the right to ban persons with extreme views from speaking on campus	O	O	O	O
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	O	O	O	O
Most college officials have been too lax in dealing with student protests on campus	O	O	O	O
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	O	O	O	O
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	O	O	O	O

33. What is your best guess as to the chances that you will: (Mark one for each item)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Change major field?	O	O	O	O
Change career choice?	O	O	O	O
Fail one or more courses?	O	O	O	O
Graduate with honors?	O	O	O	O
Be elected to a student office?	O	O	O	O
Join a social fraternity, sorority, or club?	O	O	O	O
Be elected to an academic honor society?	O	O	O	O
Make at least a "B" average?	O	O	O	O
Need extra time to complete your degree requirements?	O	O	O	O
Have to work at an outside job during college?	O	O	O	O
Seek vocational counseling?	O	O	O	O
Seek individual counseling on personal problems?	O	O	O	O
Enroll in honors courses?	O	O	O	O
Get a bachelor's degree (B.A., B.S., etc.)?	O	O	O	O
Drop out of this college temporarily (exclude transferring)?	O	O	O	O
Drop out permanently (exclude transferring)?	O	O	O	O
Transfer to another college before graduating?	O	O	O	O
Enter active duty in the armed services before completing college?	O	O	O	O
Be satisfied with your college?	O	O	O	O
Be more successful after graduation than most students attending this college?	O	O	O	O
Find a job after graduation in the field for which you were trained?	O	O	O	O
Get married while in college? (skip if married)	O	O	O	O
Get married within a year after college? (skip if married)	O	O	O	O
Adopt a child some day?	O	O	O	O

34. Do you feel that you will need any special help in any of the following subjects? (Mark all that apply)

- English ○
- Reading ○
- Mathematics ○
- Social Studies ○
- Science ○
- Foreign Language ○

35. Below is a list of 68 different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Architecture ○
- English (literature) ○
- Fine arts ○
- History ○
- Journalism (writing) ○
- Language (modern) ○
- Language (other) ○
- Music ○
- Philosophy ○
- Speech and Drama ○
- Theology ○
- Other Arts and Humanities ○

BIOLOGICAL SCIENCE
- Biology (general) ○
- Biochemistry ○
- Biophysics ○
- Botany ○
- Zoology ○
- Other Biological Science ○

BUSINESS
- Accounting ○
- Business Admin. ○
- Electronic Data Processing ○
- Secretarial Studies ○
- Other Business ○

ENGINEERING
- Aeronautical ○
- Civil ○
- Chemical ○
- Electrical ○
- Industrial ○
- Mechanical ○
- Other Engineering ○

PHYSICAL SCIENCE
- Chemistry ○
- Earth Science ○
- Mathematics ○
- Physics ○
- Statistics ○
- Other Physical Science ○

PROFESSIONAL
- Health Technology (medical, dental, laboratory) ○
- Nursing ○
- Pharmacy ○
- Predentistry ○
- Prelaw ○
- Premedical ○
- Preveterinary ○
- Therapy (occupat., physical, speech) ○
- Other Profession ○

SOCIAL SCIENCE
- Anthropology ○
- Economics ○
- Education ○
- History ○
- Political Science (government, int. relations) ○
- Psychology ○
- Social Work ○
- Sociology ○
- Other Social Science ○

OTHER FIELDS
- Agriculture ○
- Communications (radio, T.V., etc.) ○
- Computer Science ○
- Environmental Science ○
- Electronics (technology) ○
- Forestry ○
- Home Economics ○
- Industrial Arts ○
- Library Science ○
- Military Science ○
- Physical Education and Recreation ○
- Other (technical) ○
- Other (nontechnical) ○
- Undecided ○

36. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having an active social life	E	V	S	N
Having friends with different backgrounds and interests from mine	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Getting married within the next five years (skip if married)	E	V	S	N

37. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here? (Mark one answer for each statement)

	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	V	S	N
I wanted to live away from home	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good athletic program	V	S	N
I was offered financial assistance	V	S	N
Most of my friends are going to this college	V	S	N
Because of low tuition	V	S	N
Someone who had been here before advised me to go	V	S	N
Because of the special educational programs offered	V	S	N
I was not accepted anywhere else	V	S	N
My guidance counselor advised me to go	V	S	N
I wanted to live at home	V	S	N

DIRECTIONS:

The remaining circles are provided for items specifically designed by your college, rather than by the American Council on Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

38. A B C D E
39. A B C D E
40. A B C D E
41. A B C D E
42. A B C D E
43. A B C D E
44. A B C D E
45. A B C D E
46. A B C D E
47. A B C D E

Prepared by Office of Research, American Council on Education, One Dupont Circle N.W., Washington, D.C. 20036. Processed by Intran Corporation, 6555 W. 77th St., Minneapolis, Minn. 55435

APPENDIX C: STUDENT INFORMATION FORM, 1974

YOUR NAME (Please print) First Middle or Maiden Last

HOME STREET ADDRESS (print)

CITY (print) STATE Zip Code

482798 1974 STUDENT INFORMATION FORM

When were you born? Month (01-12) Day (01-31) Year

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Laboratory at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely, Alexander W. Astin

Alexander W. Astin, Director
Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA

MARK IN THIS AREA ONLY IF DIRECTED

GRP. CODE

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 or less).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ball pen or fountain pen be properly read? Yes ○ No ●

1. Your sex: Male ○ Female ○

2. Are you a veteran?
(Mark one) No ○ Yes ○

3. How old will you be on December 31 of this year? (Mark one)
18 or younger ○ 21 ○
17 ○ 22 ○
18 ○ 23-25 ○
19 ○ 26-29 ○
20 ○ 30 or older ○

4. In what year did you graduate from high school? (Mark one)
1974 ○ Did not graduate but
1973 ○ passed G.E.D. test ○
1972 ○ Never completed
1971 or earlier ○ high school ○

5. Please print within the box:
Name of your high school
City State

6. Was your high school program: (Mark one)
College preparatory? ○
Other? (For ex., vocational) ○

7. What was your average grade in high school? (Mark one)
A or A+ ○ B- ○
A- ○ C+ ○
B+ ○ C ○
B ○ D ○

8. Are you enrolled (or enrolling) as a:
(Mark one) Full-time student? ○
Part-time student? ○

9. Prior to this term, have you ever taken courses for credit at this institution?
Yes ○ No ○

10. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)	For Credit	Not for Credit
No	○	○
Yes, at a junior or cmty. college	○	○
Yes, at a four year college or university	○	○
Yes, at some other postsecondary school (For ex., technical, vocational, business)	○	○

11. What is the highest academic degree that you intend to obtain?

(Mark one in each column) ▶	Highest Planned	Highest Planned at this college
None	○	○
Associate (A.A. or equivalent)	○	○
Bachelor's degree (B.A., B.S., etc.)	○	○
Master's degree (M.A., M.S., etc.)	○	○
Ph.D. or Ed.D.	○	○
M.D., D.O., D.D.S., or D.V.M.	○	○
LL.B. or J.D. (Law)	○	○
B.D. or M.Div. (Divinity)	○	○
Other	○	○

12. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column) ▶	Plan To Live	Prefer To Live
With parents or relatives	○	○
Other private home, apartment or room	○	○
College dormitory	○	○
Fraternity or sorority house	○	○
Other campus student housing	○	○
Other	○	○

13. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?
(Mark one answer for each possible reason)
(N) Not Important (S) Somewhat Important (V) Very Important

My relatives wanted me to come here	V	S	N
I wanted to live away from home	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
I was offered financial assistance	V	S	N
Someone who had been here before advised me to go	V	S	N
This college offers special educational programs	V	S	N
This college has low tuition	V	S	N
My guidance counselor advised me	V	S	N
I wanted to live at home	V	S	N
I could not get a job	V	S	N

14. Is this college your: (Mark one)
First choice? ○ Less than second
Second choice? ○ choice? ○

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make ✓'s or X's. Thank You.)

15. What is your best estimate of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

- Less than $3,000
- $3,000–$3,999
- $4,000–$5,999
- $6,000–$7,999
- $8,000–$9,999
- $10,000–$12,499
- $12,500–$14,999
- $15,000–$19,999
- $20,000–$24,999
- $25,000–$29,999
- $30,000–$34,999
- $35,000–$39,999
- $40,000–$49,999
- $50,000 or more

16. What is the highest level of formal education obtained by your parents?

(Mark one in each column)	Father	Mother
Grammar school or less		
Some high school		
High school graduate		
Postsecondary school other than college		
Some college		
College degree		
Some graduate school		
Graduate degree		

17. Are you: (Mark all that apply)

- White/Caucasian
- Black/Negro/Afro-American
- American Indian
- Oriental
- Mexican-American/Chicano
- Puerto Rican-American
- Other

18. Current religious preference:

(Mark one in each column)	You	Father's	Mother's
Baptist			
Congregational (U.C.C.)			
Eastern Orthodox			
Episcopal			
Jewish			
Latter Day Saints (Mormon)			
Lutheran			
Methodist			
Muslim			
Presbyterian			
Quaker (Society of Friends)			
Roman Catholic			
Seventh Day Adventist			
Unitarian-Universalist			
Other Protestant			
Other Religion			
None			

19. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

	None	$1–$499	$500–$999	$1,000–$1,499	$1,500–$2,499	Over $2,499
Parental, or family aid, or gifts						
Grants or Scholarships:						
Basic Educational Opportunity Grant						
Supplemental Educational Opportunity Grant						
College Work-Study grant						
State scholarship or grant						
Local or private scholarship or grant						
Loans:						
Fed. guaranteed student loan						
Nat'l direct student loan						
Other loan						
Full-time work						
Part-time or summer work (other than above)						
Savings						
Spouse						
Your G.I. benefits						
Your parent's G.I. benefits						
Social secur. dependent's benefits						
Other						

20. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (Mark one)

- None
- Less than $500
- $500–$999
- $1,000–$1,999
- $2,000–$2,999
- $3,000–$4,999
- $5,000–$9,999
- $10,000 or more

21. Are you financially independent of your parents this year? Were you financially independent last year?

(Mark one for each year)	Yes	No
This year		
Last year		

22. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some concern (but I will probably have enough funds)
- Major concern (not sure I will have enough funds to complete college)

23. Which applies to you? (Mark one)

- Presently married
- Presently engaged
- Have been seeing one person exclusively
- Have been seeing several persons, but no one exclusively
- Have not been dating in recent months

24. Most people identify with (feel they have a great deal in common with) a lot of different groups. But they identify more with some groups than with others. How strongly do you identify with each of the following groups?

(Mark one in each row)	As much as I do	Slightly less	Considerably less	Little or none at all
People who live in my community				
People of my own religion				
People of my own sex				
People of my own race or ethnic group				
People of my own generation				

25. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself.

(Mark one for each trait)	Highest 10 Percent	Above Average	Average	Below Average	Lowest 10 Percent
Trait					
Academic ability					
Athletic ability					
Artistic ability					
Cheerfulness					
Defensiveness					
Drive to achieve					
Leadership ability					
Mathematical ability					
Mechanical ability					
Originality					
Physical attractiveness					
Political conservatism					
Political liberalism					
Popularity					
Popularity with the opposite sex					
Public speaking ability					
Self-confidence (intellectual)					
Self-confidence (social)					
Sensitivity to criticism					
Stubbornness					
Understanding of others					
Writing ability					

26. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

27. What is:

(M) Your mother's current occupation?
(F) Your father's current occupation?
(Y) Your probable future occupation?

(Mark one in each column. If your father or mother is deceased or retired, please indicate his or her last occupation.)

	Y	F	M
Accountant or auditor	Y	F	M
Architect or urban planner	Y	F	M
Artist (painting, sculpture, etc.)	Y	F	M
Business: banker or financier	Y	F	M
Business: buyer or purchasing agent	Y	F	M
Business: manager or administrator	Y	F	M
Business: owner or proprietor	Y	F	M
Business: public relations or advertising	Y	F	M
Business: sales worker	Y	F	M
Carpenter	Y	F	M
Clergy or religious worker	Y	F	M
Clerical worker: secretary, stenographer, typist, or bookkeeper	Y	F	M
Clerical worker: other	Y	F	M
Commercial artist, designer, decorator	Y	F	M
Computer programmer or analyst	Y	F	M
Construction craftsman, n.o.s.*	Y	F	M
Counselor: guidance, family or school	Y	F	M
Dentist (incl. orthodontist)	Y	F	M
Draftsman	Y	F	M
Driver: truck, taxi or bus	Y	F	M
Electrician	Y	F	M
Engineer	Y	F	M
Factory worker, n.o.s.*	Y	F	M
Farm or ranch laborer	Y	F	M
Farm or ranch owner or manager	Y	F	M
Foreman, n.o.s.*	Y	F	M
Forester, conservationist, fish or wildlife specialist	Y	F	M
Government official, administrator or politician	Y	F	M
Home economist or dietitian	Y	F	M
Homemaker (full-time)	Y	F	M
Lawyer or judge	Y	F	M
Librarian or archivist	Y	F	M
Laborer (unskilled or semi-skilled)	Y	F	M
Law enforcement officer	Y	F	M
Mathematician, statistician or actuary	Y	F	M
Mechanic, machinist or repairman	Y	F	M
Military (career)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Performing artist, musician or entertainer	Y	F	M
Pharmacist or pharmacologist	Y	F	M
Physician or surgeon	Y	F	M
Plumber	Y	F	M
Psychologist (clinician or therapist only)	Y	F	M
Scientific researcher	Y	F	M
Service worker: private household (maid, cook, etc.)	Y	F	M
Service worker: protective (other than law enforcement)	Y	F	M
Service worker: other	Y	F	M
Skilled tradesman, n.o.s.*	Y	F	M
Social, welfare or recreation worker	Y	F	M
Teacher, professor or administrator: college, university	Y	F	M
Teacher or administrator: secondary	Y	F	M
Teacher or administrator: elementary	Y	F	M
Teacher or education specialist: other than above	Y	F	M
Technician or technologist (health)	Y	F	M
Technician or technologist (other)	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Veterinarian	Y	F	M
Writer, journalist, interpreter	Y	F	M
Other occupation, n.o.s.*	Y	F	M
Unemployed		F	M
Undecided	Y	F	M

*Not elsewhere classified

Continued in the next column

MAKE SURE YOU HAVE ANSWERED ITEM 28

28. Which of the following are important to you in your long-term choice of a career occupation?

(Mark one in each row)

	(N) Not Important	(S) Somewhat Important	(V) Very Important
Job openings generally available	N	S	V
Rapid career advancement possible	N	S	V
High anticipated earnings	N	S	V
Well-respected or prestigious occupation	N	S	V
Great deal of independence	N	S	V
Chance for steady progress	N	S	V
Can make an important contribution to society	N	S	V
Can avoid pressure	N	S	V
Can work with ideas	N	S	V
Can be helpful to others	N	S	V
Able to work with people	N	S	V
Intrinsic interest in the field	N	S	V

29. Mark one in each row:

	(1) Disagree Strongly	(2) Disagree Somewhat	(3) Agree Somewhat	(4) Agree Strongly
The Federal government is not doing enough to control environmental pollution	1	2	3	4
The Federal government is not doing enough to protect the consumer from faulty goods and services	1	2	3	4
State and Federal governments should provide more money for private colleges and universities	1	2	3	4
The Federal government should help college students with more grants instead of loans	1	2	3	4
There is too much concern in the courts for the rights of criminals	1	2	3	4
People should not obey laws which violate their personal values	1	2	3	4
As long as they work hard, people should be paid equally regardless of ability or quality of work	1	2	3	4
The activities of married women are best confined to the home and family	1	2	3	4
A couple should live together for some time before deciding to get married	1	2	3	4
Parents should be discouraged from having large families	1	2	3	4
If two people really like each other, it's alright for them to have sex even if they've known each other for only a very short time	1	2	3	4
Women should receive the same salary and opportunities for advancement as men in comparable jobs	1	2	3	4
Wealthy people should pay a larger share of taxes than they do now	1	2	3	4
Marijuana should be legalized	1	2	3	4
Large political campaign contributions from wealthy individuals should be outlawed	1	2	3	4
Realistically, an individual can do little to bring about changes in our society	1	2	3	4
Compared to most older people in their forties and fifties, young people these days are more idealistic	1	2	3	4
Young people these days understand more about sex than most older people	1	2	3	4
College officials have the right to regulate student behavior off campus	1	2	3	4
Faculty promotions should be based in part on student evaluations	1	2	3	4
College grades should be abolished	1	2	3	4
Colleges would be improved if organized sports were de-emphasized	1	2	3	4
Student publications should be cleared by college officials	1	2	3	4
College officials have the right to ban persons with extreme views from speaking on campus	1	2	3	4
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	1	2	3	4
Most college officials have been too lax in dealing with student protests on campus	1	2	3	4
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	1	2	3	4
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	1	2	3	4

30. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

ARTS AND HUMANITIES
- Art, fine and applied
- English (language and literature)
- History
- Journalism
- Language and Literature (except English)
- Music
- Philosophy
- Speech and Drama
- Theology or Religion
- Other Arts and Humanities

BIOLOGICAL SCIENCE
- Biology (general)
- Biochemistry or Biophysics
- Botany
- Marine (Life) Science
- Microbiology or Bacteriology
- Zoology
- Other Biological Science

BUSINESS
- Accounting
- Business Admin. (general)
- Finance
- Marketing
- Management
- Secretarial Studies
- Other Business

EDUCATION
- Business Education
- Elementary Education
- Music or Art Education
- Physical Education or Recreation
- Secondary Education
- Special Education
- Other Education

ENGINEERING
- Aeronautical or Astronautical Eng.
- Civil Engineering
- Chemical Engineering
- Electrical or Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Other Engineering

PHYSICAL SCIENCE
- Astronomy
- Atmospheric Science (incl. Meteorology)
- Chemistry
- Earth Science
- Marine Science (incl. Oceanography)
- Mathematics
- Physics
- Statistics
- Other Physical Science

PROFESSIONAL
- Architecture or Urban Planning
- Home Economics
- Health Technology (medical, dental, laboratory)
- Library or Archival Science
- Nursing
- Pharmacy
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE
- Anthropology
- Economics
- Geography
- Political Science (govt., international relations)
- Psychology
- Social Work
- Sociology
- Other Social Science

TECHNICAL
- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical

OTHER FIELDS
- Agriculture
- Communications (radio, T.V., etc.)
- Computer Science
- Forestry
- Law Enforcement
- Military Science
- Other Field
- Undecided

31. Indicate the importance to you personally of each of the following:
(Mark one for each item)
(E) Essential (V) Very important (S) Somewhat important (N) Not important

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Becoming an authority in my field
- Obtaining recognition from my colleagues for contributions to my special field
- Influencing the political structure
- Influencing social values
- Raising a family
- Having administrative responsibility for the work of others
- Being very well off financially
- Helping others who are in difficulty
- Making a theoretical contribution to science
- Writing original works (poems, novels, short stories, etc.)
- Creating artistic work (painting, sculpture, decorating, etc.)
- Being successful in a business of my own
- Becoming involved in programs to clean up the environment
- Developing a meaningful philosophy of life
- Participating in a community action program
- Keeping up to date with political affairs

32. What is your best guess as to the chances that you will:
(Mark one for each item)
(V) Very Good Chance (S) Some Chance (L) Very Little Chance (N) No Chance

- Change major field?
- Change career choice?
- Fail one or more courses?
- Graduate with honors?
- Be elected to a student office?
- Join a social fraternity, sorority, or club?
- Live in a coeducational dorm?
- Live in a commune while in college?
- Be elected to an academic honor society?
- Make at least a "B" average?
- Need extra time to complete your degree requirements?
- Have to work at an outside job during college?
- Seek vocational counseling?
- Seek individual counseling on personal problems?
- Enroll in honors courses?
- Get a bachelor's degree (B.A., B.S., etc.)?
- Drop out of this college temporarily (exclude transferring)?
- Drop out permanently (exclude transferring)?
- Transfer to another college before graduating?
- Enter active duty in the armed services before completing college?
- Be satisfied with your college?
- Be more successful after graduation than most students attending this college?
- Find a job after graduation in the field for which you were trained?
- Get married while in college? (skip if married)
- Get married within a year after college? (skip if married)

33. (A) (B) (C) (D) (E)
34. (A) (B) (C) (D) (E)
35. (A) (B) (C) (D) (E)
36. (A) (B) (C) (D) (E)
37. (A) (B) (C) (D) (E)

DIRECTIONS
The remaining circles are provided for items specifically designed by your college, rather than by the Higher Education Laboratory. If your college has chosen to use the circles, observe carefully the supplemental directions given you.

38. (A) (B) (C) (D) (E)
39. (A) (B) (C) (D) (E)
40. (A) (B) (C) (D) (E)
41. (A) (B) (C) (D) (E)
42. (A) (B) (C) (D) (E)

THANK YOU!

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SE401

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